



**A STUDY OF TRAIT EVALUATION IN SELF
AND OTHER PERCEPTION OF POPULARS,
NEGLECTEES AND ISOLATES**

A PILOT STUDY

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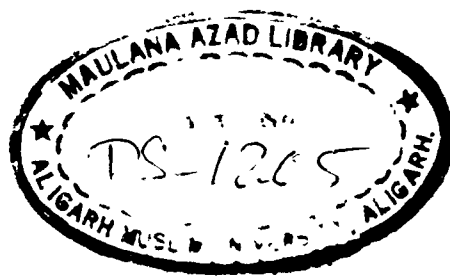
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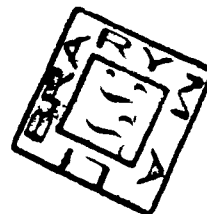
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CHAPTER - I

I N T R O D U C T I O N

I N T R O D U C T I O N

Long before he is able to use language, a child like the lower animals, learn to discriminate among objects, plants, and other creatures. As he further grows, he not only discriminates but interacts with others - develops various ties and relations with them. Presumably, all of the orders in man's concepts of natural phenomena began with his perception of differences and interactions with the things surrounding him.

As man is a social animal, he lives in, and consequently becomes the member of different social groups. These groups are made because of common ideology, place of living, language, culture and mutual interdependence. Social groups are mainly divided into two broad categories viz., primary and secondary. The members in a primary group share close, intimate and warm personal ties with one another. Such groups are generally small and of face to face nature. The relationship in a secondary group is mostly formal, cool and contractual. It is not necessary for the member of a secondary group to participate in such groups as whole personalities; rather they relate themselves with the group through functions or some special capacities. Social organisations serve the best example of such groups.

Whether in a primary or in a secondary group, the individual always responds selectively to the group members. He comes near to only those, who respond to him and avoids those whom he feels he can not be interested or who may refuse to accept him.

Over the centuries, thoughtful individuals in many different fields (poets, philosophers, novelists) have sought to understand the nature of our interactions with others. The outcome of their collective efforts, is in the form of a vast body of 'informal knowledge' concerning the nature of social behavior. It was Moreno, who made initial efforts, to study the interpersonal relationships in a formal and scientific way. Jacob L. Moreno devised the sociometric test to study the interpersonal relationships, expressed through choices and mutual attractions. It was Moreno's genius to contrive criterion for uncovering the interpersonal choices of the children for one another. This was certainly an efficient method of measuring group structure which is not yet exceeded by any method in its usefulness for the study of interpersonal choices.

In fact, the origin of sociometric thinking was present in Moreno's book "Das Stegreiftheater" (1923), but the foundation stone of the sociometric movement was laid by his most stimulating book entitled "Who Shall Survive" (1953), in which

sociometry was presented as an important technique of understanding the interpersonal attraction. The greatest contribution of Moreno is that he developed a technique, which made it possible to investigate the issues which were merely speculated previously. This technique permits the analysis of each person's position and status within the group, with respect to a particular criteria (Moreno, 1934).

Thus sociometric technique is a method to determine the degree to which individuals are accepted in a group, to discover the relationships that exist among these individuals, to reveal group structure, and to identify subdivisions of the group and various types of group positions like populars, neglectees, isolates, etc. (Sharma, 1975). One might say that sociometry is the study and measurement of social choices. It has also been called as a means ^{of} studying the attractions and repulsions of members of groups. In short, sociometry is a broad term indicating a number of methods of gathering and analyzing data on the choice, communication and interaction patterns of individuals in groups.

In 1912 Moreno had developed two hypothesis, which later on, became genesis of sociometry. These were:

1. The spatial proximity hypothesis and
2. The temporal proximity hypothesis

According to the first, the nearer two individual are to each other in space, the more do they owe to each other their immediate attention and acceptance. The second hypothesis postulates:

"The sequence of proximity in time establishes a precise order of social attention and veneration according to a temporal imperative, the here and now demands help first, the next in time to the here and now backward and forward requires help next."

The basic theoretical frame developed and guided by the practical insights from the fields was finally reported in 1934 with much enthusiasm around. Florian Znaniecki (1937) has remarked:

"The issues raised by new field (sociometry) were old sociological problems but that sociometry merits the credit for enabling the behavioral scientists to study phenomena which for thousands of years have attracted the social scientists and were rather evaluated than investigated."

The basic sociometric techniques were generated between 1918 and 1923. By 1932 the American public were made aware of the concepts and research tools. Since its inception in 1934, sociometry has been successfully revealing the group structure (Evans, 1962). An interesting era in the field,

however, began when several important variables were related to the sociometric status of the individual. The purpose was to understand, as to why some people are more socially accepted, while others are rejected. There are several important variables which have been found to be related with the sociometric data. Empirical studies have shown that physical attractiveness (Cooper, 1944; Lee, 1943; Walster, 1974; Miller, 1978; Mudux, 1981 etc.); intelligence (Heber, 1956; Wrighter, 1948; Blazley, 1948; Mannrino, 1976); age (Heber, 1956; Cohen, 1977); race (Gottman, 1977); socioeconomic status (Lundberg, 1937; Sower, 1948; Becker and Loomis, 1948; Campell, 1964; St. John, 1970; Barnett and Zukerl, 1977; Burzynaki, 1980) and personality traits (Seague, 1933; Fleming, 1935; Urdoon, 1954; Lend-Skold, 1973) etc. are the important factors in determining the sociometric status of the individual.

Reviewing the work on sociometric choices, one wonders that while the above mentioned factors have been given much importance in determining the sociometric choices, person perception processes-processes by which man comes to know and to think about other persons, their characteristics, qualities and inner states has been ignored. Realizing this fact the purpose of present study is to bring out the difference in the perceptual processes of populars, neglectees and isolates, when they are required to evaluate their ownself and others.

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'Person perception' or 'impression formation' is referred to the way we 'perceive' or 'cognize' other persons—their intentions, attitudes, traits, emotions, ideas, abilities and purposes, as well as their overt behaviour and physical characteristics. In other words, person perception refers to the processes by which man comes to know and to think about other persons, their characteristics, qualities and inner states. The term 'perception' is taken sometimes as 'apperception and cognition'. It is also named as social perception, persons cognition and interpersonal perception. Perhaps the best term is that used by many French writers, who speak of "la Connaissance d'autrui" which in English means "knowledge of others". Another good term, as Kaminski (1959, 63) has ably argued, would be 'social cognition'.

Whatever the label, the basic question remains the same; "how we perceive and know the characteristics of other persons"? Is this process distinguishable from other forms of perceiving and knowing? Heider (1958) wrote: "we shall speak of 'thing' perception as non-social perception when we mean the perception of inanimate objects, and of 'person-perception' or 'social perception' when we mean the perception of another person."

The inferences and observations which we make about other people are mainly about emotions, intentions, attitudes,

ideas, abilities, purposes, traits, thoughts, perceptions, memories-events that are inside the person and strictly psychological. This makes a difference between the person perception and other forms of perception. In addition, in person perception, the similarity between the perceiver and the perceived object is greater than in any other case. This unique fact probably inclines and enables the perceiver to make full use of his own experience in perceiving, judging or inferring others state or intentions (Tagiuri, 1954). Impressions can be based upon a wide variety of information about the other person.

The process of how we know people did not receive formal and separate attention until the later part of the nineteenth century. Darwin's work (1872) in emotional expressions and their recognition gave scientific impetus to this problem, and at the beginning of this century, the range of questions was extended: How do we know any characteristics of another (Hollingworth, 1911)? What are the characteristics of the "good judge" of other person? Later, concern spread to the still broader problem of how people perceive or know their human environment in general. Many writers, including Cooley, Mead, G.W. Allport, E. Brunswik, H.H. Murrey, Tagiuri, Taft, Kaminski, etc. drew attention to the importance of understanding these processes.

People use various cues, information, and concepts while forming impression or in thinking about others. But the question arises; what are these cues? People can arrive at some evaluation of another person from almost 'any' data, and that they do so with a high degree of consensus (Asch, 1946). This has been shown in various studies using a great variety of cues, such as actual persons, photographs, voice recordings, trait information, posture (Ekman, 1964), schematic representations of persons (Rosenberg and Langer, 1965) and paths described by a person (Tagiuri, 1960). Peoples' feelings toward, and reactions to, criticisms and deprivation vary dramatically according to whether the other person is seen as having "intended", or as having been responsible for the negative action. This suggests that people may be very alert to and watchful for cues of this aspect of the other (Hastorf, 1964; Jones and DeCharms, 1958; Strickland, 1958; Strickland, Jones and Smith, 1960; Thibaut and Riecken, 1955). Two other aspects that seem strongly to attract the beholder's attention are a person's good-bad qualities (Heider, 1958b; Osgood, 1953) and his relative 'power' (Pepitone, 1958). Apart from such general aspects of the other person, which are probably basic to interpersonal interaction, it seems likely that the attributes of the other person to which attention is given depend on the motivational state of the judge (Berlew and Williams, 1964).

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In conclusion, it appears that people use a large variety of cues to make inferences about the state of mind and personal qualities of other persons; they seek to combine these inferences in various ways to achieve a unified and organized impression.

Our perceptions of other persons set the stage for our later interactions with them. That is, our perceptions of their feelings, motives, intentions and characteristics strongly affect the way we react to and with them. Indeed, it is hard to imagine any aspect of our social relations which is 'not' strongly affected by such perceptions.

A thorough review of the literature reveals that self perception holds an important place in person perception. A person's self-image has an important impact upon his perception of other people. Peterson's study (1974) reveals that people may perceive others in such a way as to protect or enhance their concept of themselves. Small situational changes in self image are capable of producing related specific changes in images of other people (Powel Lewick, 1983).

The studies of the processes which help the individual to know others and to himself and the differences in the personality characteristics of individuals having different sociometric status

leads us to expect that popularity and isolation in social groups may be due to:

- (i) Acquiring personality traits which are admired in the society,
- (ii) are helpful in making the individual the centre of attention of others; and
- (iii) convince by way of impression management that the person has the traits which are likeable by the people, and which render him to be trustworthy and likeable.

Thus the evaluation of traits (adjectives used for describing others) appear to be significant aspect of interpersonal perception, that has much to do with the popularity of the individual.

CHAPTER - II

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Every man is a member of a group. The group may be big or small, primary or secondary. This group is a web of social relationships. Social relations are established through interaction between the various members of the group. Other persons and our relations with them are simply too important a part of our lives. Understanding the nature of human social behaviour (interpersonal behavior) has been the concern of thinkers over centuries. Philosophers have expressed a keen interest in the nature and origins of human social behavior. Indeed, even those two giants of ancient thought, Plato and Aristotle, paid considerable attention to many aspects of social interaction. Speculations covering human social behavior are as old as recorded history, and probably preceded even the development of written language. However, the systematic investigation of group structure and the individuals place in it had its chief origin in the work of Moreno, "Who Shall Survive?" Moreno devised 'Sociometric Test' to study the interpersonal relationships expressed through choices and mutual attractions. The greatest contribution of Moreno is that he developed a technique which made it possible to investigate the issues which were merely speculated previously. Sociometry permits the analysis of each person's position and status within the group with respect to a particular criterion.

The basic sociometric technique was generated between 1918 and 1923. It was followed by important researches on the part of the other investigators. Newstetter, Feldstein and Newcomb (1938) applied sociometric technique to a boys' camp and some other group situations with particular attention to longitudinal studies of stability of relationship. Using sociometry, Jennings (1943) studied relationship among girls in a state training school. She identified stars and isolates and identified their personality characteristics with the help of case studies. Hunt and Solomon (1942) found several significant correlations between personality traits and group status.

The review of literature on sociometry reveals that the identification of various variables to be related to sociometric acceptability has been the chief concern of researchers. Intelligence is one of the variables, most frequently related to sociometric status. Heber (1956) reported a study in which the groups representing three levels (namely high, average and low) of intelligence were compared in terms of their sociometric status. The results showed that children of high intelligence were markedly higher in sociometric status than the children of low intelligence. This finding is in agreement with what was earlier reported by Grossman and Wrighter (1948) and Bonney (1946).

Socio-economic status is another variable which has been related to sociometric status of children. Early studies by Sower (1948), Backer and Loomis (1948), Campell (1964), St. John (1970) and St. John and Lewis (1975) have shown that the children coming from higher socio-economic status and background have developed more positive other concepts than those belonging to a lower socioeconomic background. However, the studies conducted by Zuker and Barnett, (1977) and Burzynski, (1980) are representative of the approaches which envisage that relationship between socioeconomic status, far from being simple and direct, is moderated by a large number of environmental and experimental factors.

Researches have been reported in which relationship between sociometric choice and observed acceptance of children belonging to different racial groups has been explored. Gottmann (1977) found that while there was no relationship between sociometric choice and observed acceptance in a group of 3-5 years old, the relationship between sociometric rejection and negative interaction was moderately positive ($r = .30$). Porter (1971) using a projective measure of sociometric acceptance found that except for one group of White children rejecting Blacks in sociometric choice; White 5 year olds selected Blacks most frequently as playmates.

A study conducted by Joseph Hraba and Geoffrey Grant (1970) examined the racial preferences of black children in an interracial setting. It was found that the majority of the black children preferred the black dolls; like the blacks the majority of the White children preferred the dolls of their own race.

Structural characteristics of family is yet another factor related to popularity. The review of literature reveals that structural characteristics of family have significant effects on the popularity-isolation of people. Oden and Asher's (1977) findings have shown that the social skill dimension of popularity acquired by the children of differing birth order accounts for their popularity. This study is further supported and confirmed by the investigation carried out by Miller and Maruyama (1976). They found that later born children to be more popular than early born children. In an analysis of traits associated with popularity it was reported that positive interpersonal skills are responsible for the popularity of the later-born children. The first born children are likely to dominate, coerce, and exploit younger siblings which subsequently influence their popularity adversely, but later-born grow tolerance, accommodation, and therefore, enjoy more popular status than their older brothers and sisters.

The impact of parents' attitude on the children's socio-metric choices has also been the concern of social psychologists. An important study to determine the impact of parental values and attitudes was conducted by Cohen (1977). The results showed that the peer group homogeneity, friendship patterns and interpersonal choices are significantly influenced by parental attitudes.

Not only the parental values, but teachers values also have strong effect upon the popularity. In a study carried out by Gerard, Jackson and Conolly (1975), it was found out that popularity was strongly affected by the teacher's values. The study was conducted in multi-ethnic classrooms in which there was large number of White children. Teachers were asked to rate the children's academic motivation and from this teachers' bias scores were obtained. A biased teacher was one who underestimated the academic motivation of a child belonging to minority group, as compared to the child's actual performance, and overestimated the academic motivation of white children. The teachers who expressed this bias were compared to those who did not underestimate the ability of the minority children or overestimated the ability of White children. An examination of the friendship nomination received by children in those two types of classrooms revealed that the "more biased a teacher was toward minority children,

the fewer friendship choices those children received from Whites".

PERSONALITY CHARACTERISTICS:

For those persons working with groups, it is becoming important not only to determine the sociometric relationships existing within the groups, but also to have some knowledge of the personality characteristics which are frequently associated with social selection and rejection. Northway and Wigdor (1944) carried out a study where Rorschach was employed to investigate the personality patterns of sociometrically selected groups. In their population of eighth grade children, it was found that low sociometric status was usually associated with receissive, schizoid, psychoneurotic patterns and inefficiently aggressive behavior.

A similar study by Dahlke (1953) reveals that personality adjustment is related to the interaction and choice status in the school. Poorly adjusted children would rate low as compared to those who are better adjusted. Studies by Barron (1949), Bonney (1943), Hardy (1937), Bronfenbrenner (1947), Kuhlen and Bretsch (1947), and Northway (1947) have indicated the relationship between high social status and the more positive personality characteristics. Underchosen individuals, in these investigations, have frequently been

found to possess personality patterns which imply the presence of emotional problems of a possibly serious order. Baron (1953) undertook a study to bring out contribution of personal social characteristics to classroom social status and also the impact of such status upon the individual. The findings of the study were that high status girls seldom indicate the presence of adverse emotionality or a sense of inordinate environmental demands. They compare themselves favorably with their peers, feel secure in status, enjoy group activities, display "systematic" behaviour infrequently and appear to have established satisfactory home and school relationships. Girls of average social status reveal some degree of oversensitiveness and a sense of environmental pressure. Girls of low social status frequently indicate the presence of adverse emotionality, a sense of excessive environmental demands and they compare unfavourably with peers.

Mills (1952) studied personality characteristics of the most-popular and least popular college students. On the samples of 21 most popular and 21 least popular students, the MMPI, Rorschach and TAT were administered. The results indicated that the two groups were significantly different in their personality patterns. The MMPI results showed that the most popular were:

a) less deviant or eccentric in responding (F), b) more defensive (k), (c) less psychosthenic (PT), d) less schizophrenic (SC), (e) less manic (Ma). The Rorschach interpretation showed that popular students had matured form level and the unpopular had significantly poorer form level. On the TAT, the popular students gave themes involving the more tender emotion of congeniality, tranquility, offering aid to the parent and showing contentment with a partner of opposite sex. When hostility was aroused, the populars tended to give it a direct expression.

Pemann Solomon (1952) administered Six Personality Variable Inventory on a group of sociometrically divided subjects. The results revealed that the sociometric status were related to the ratings on such variables as, generous-stingy, affectionate-cold, enthusiastic-apathetic, but not on the variables like submission-domination, shy-bold, stubborn-yielding, etc.

Another study was conducted by Borg and Tupes (1958) to investigate the relationship between personality characteristics and leadership performances in different task situations. Subjects of different sociometric status were asked to perform different tasks. Judges were asked to rate personality traits of the subjects on the basis of their observations of subjects' performance on the task. The

results showed that the sociometric leaders were rated high on assertiveness, orderliness, extraversion and social maturity, while subjects low in sociometric status were rated high on neuroticism, social immaturity and lack of energy. Kirchoff (1974) demonstrated that sociometric populars with positive-other concepts were more forthright, self disciplined, sensitive, conforming, conscientious and spontaneous than those low on sociometric test and with negative-other concept.

The results of the study of DeGreda et al. (1966), where friendly and unfriendly couples were drawn on the basis of sociometric measurement, showed that friendly pairs were more similar, perceived themselves as more similar, and in their case perceived similarity was higher than the objective similarity.

Nayar (1962) wanted to find personality characteristics of various sociometric groups like populars, 'non-leaders' and isolates. His results revealed that leaders (populars) possessed maximum sociometric choices, 'non-leaders' maximum rejections and the isolates ranged between six percent positive and six percent negative choices. Analysis of subjects' responses revealed that in scholastic aptitude leaders were superior to non-leaders and isolates. Academic leaders were less ascendent and more submissive, while extra-curricular

leaders were more ascendent and less submissive. On TAT, leaders gave variety of themes and built up rich stories, obviously superior to non-leaders.

Gaur (1967) undertook a study of personality profiles of isolates identified on the basis of sociometric analysis. He used 499 girls and 551 boys as subjects. Results revealed that the girl isolates were introverts and day dreamers, and were afraid of anticipated limitations. The boy isolates were reported to be dull, maladjusted, apprehensive, and suggesting no imaginative themes.

Sharma (1970) conducted a study to find out the most important factors to be associated with the sociometrically identified groups like populars, neglectees and isolates. The results revealed that a number of factors such as socio-economic status, social skills and personality are positively related to the popularity and isolation. Higher socio-economic status in terms of parents' income and education was related with popularity and lower socio-economic status was related to isolation. Skilfulness was also found to be an important determinant of popularity. Populars were high on skills like making pen-friends, arranging exhibitions, debating, athletic capabilities etc. As far as personality traits are concerned, it is reported that: there is lot of similarity in the

personality characteristics of unaccepted pupils, whereas those of accepted and unaccepted are dissimilar. Populars are generally aggressive and overt, assertive, courageous and vigorous, confident and they play superiority roles. unaccepted pupils are submissive, non-confident, coward, weak, selfish and non-cooperative.

Wani (1980) in a study found that the sociometric popularity is related to social context. It was found that generally leadership roles are assumed by the populars - the subjects chosen as chums were more receptive, warm, placid uninhibited and tolerant. Extra-curricular leaders were aggressive, lively, free thinking and resourceful and academic leaders were more intelligent, a little cool, rule bound, shy and shrewd.

Wani (1982) undertook another study to verify whether personality characteristics, generally found associated with persons belonging to different sociometric categories in one cultural group are also applicable to corresponding sociometric categories found in different cultural groups. The expectation that sociometric populars in one culture may be different in their personality traits from their counterparts in another culture, was based on the assumption that each culture, according to its philosophy of life, existential

situations, types of roles required for fulfilling the primary and secondary needs, considers certain personality characteristics of higher esteem than others. There was much empirical evidence to support the contention that people likely to emerge as popular are those who are characterized by the traits which are considered socially desirable by the members of the group who nominate them for different sociometric categories.

PHYSICAL ATTRACTIVENESS:

The standards of physical attractiveness vary from culture to culture and from one time period to another. When we see pictures of the "beautiful people" from another time or place, we tend to laugh more often than to feel awestruck. Nevertheless, within a particular culture at a particular time, there is fairly good agreement as to just who should be classified as beautiful women or handsome men (Berscheid and Walster, 1974a). Researchers have investigated the impact of physical attractiveness on social interaction. Recent researches demonstrate that an individual's physical attractiveness does affect other's reaction to him. Specifically, it influences first impressions of peers (Miller, 1970; Dion et al., 1972) and heterosexual attraction (Walster, 1966; Berscheid et al. 1971). Physically attractive individuals

typically receive more favourable evaluations than their less attractive counterparts. For example, in the Dion et al. (1972) study, subjects inferred that attractive persons possessed more socially desirable personality traits than unattractive individuals, e.g., the former were seen as friendlier, warmer, more stable and more sincere. Study of Dion & Ellen Berscheid (1974) indicate that young children's physical attractiveness is related both to popularity in their peer groups and to peer's perception of their social behavior. Mills and Aronson (1965) have directly demonstrated that physical attractiveness is a usable source in social influence. The results of the studies conducted by McWhiter (1959), Moss (1969), and Byrner (1971), in different test situations, revealed that attractiveness had a positive influence on interpersonal attraction.

A recent study of physical attractiveness and popularity in different interpersonal situations has been reported by Maddux (1980), who separated a group of 196 subjects on the basis of sociometric analyses. The choice criteria were: to enjoy together, to work together, to play together, and to talk to each other. The study revealed that on all these criteria physically most attractive subjects received more choices than physically less attractive.

The review of literature on sociometric choices reveals that a very important aspect, i.e. the process of interpersonal perception has been badly ignored. It is the process by which man comes to know and think about other persons, their inner states, qualities and characteristics. In other words person perception means "impression formation". The term perception is taken sometimes as "apperception and cognition". It is also termed as social perception, person cognition and interpersonal perception. But many French writers have perhaps used the best term i.e. "la Connaissance d'autrui" which in English means "knowledge of others". Yet one more good term is "social cognition" given by Kaminski (1959, 1963). Whatever, the label, it can not be denied that interpersonal perception has got an important place in the process of interpersonal relationships. Our perceptions of other persons set the stage for our later interactions with them. Since the purpose of the present study is to find out the relevance of evaluation of the traits in self and other perception of popular; neglectees and isolates, it was essential to review the literature on person perception.

Historically, the study of person perception began with the work on recognition of emotions more than a hundred years ago, when Charles Darwin published "The Expression of the

Emotions in Man and Animals" (1872). Darwin's writing stimulated a number of psychologists to look further into this matter. Much of the experimental work in person perception upto the 1930 deals with this problem. After that time, attention was focused on the ability to know others, qualities and on the processes leading to such knowledge and the subject of recognition of emotions lay quiescent for some 15 years. Then in 1950, articles on recognition of emotion began to appear again alongwith works on other aspects of person-perception. Since the present study is concerned with the trait evaluation in self and other perception, the survey of literature on person perception would be restricted to this particular area.

THE PROCESSES OF KNOWING OTHERS:

Perceptual, cognitive and affective processes all appear to play a part when we form an impression of another person. These processes can also be called as the input, mental, and output processes. In the process of person perception the very first step is the cue selection (input) process. Out of all the information available about the other person, the perceiver seems to notice only a part of it. The second step is the combining of these informations. In other words the perceiver construes the information selected in such a way as to infer general traits and variety of other personal

characteristics. This is followed by the third phase in which implications are drawn as to what additional qualities or characteristics the other person might be expected to possess.

1. CUE SELECTION (INPUT):

Many res^archers became interested in knowing the major cues, information, and concepts that people use in forming an impression or in thinking about others.

What an individual notices about his fellowmen varies, of course, with the culture. As Hallowell (1951) pointed out, the Ojibway male apparently notices first whether or not a woman is a totemic sister (and sexually taboo). We may perceive a person's general dress first, or his seeming directness, or his warmth or aloofness. One's culture and the demands of the situation play an important role in focussing one's attention on certain aspects.

a) Effect of the Appearance:

Appearance plays an important role in person perception by establishing the identity of the other person and enabling the perceiver to categorize him in terms of age, sex, perhaps social class and a variety of other characteristics. Stone (1962) reported that most people assume that an individual

expresses himself through his appearance, thereby providing valuable information about his values, tastes and attitudes; he may, perhaps, reveal some of his personality traits, such as carefulness or fastidiousness, and betray his moods - for example, whether he is gaily or sombrely dressed.

Specific features of persons appearance may be used as clues to personal qualities. Secord and his colleagues (1958) have investigated the part played by physiognomic characteristic. Their work indicates that two distinct aspects of the face are important: (a) the structural or physiognomic aspect (for example, length of face, height of brow) and (b) the expressive features brought about by the contractions of the facial musculature (for example, type of smile). Their studies also reveal that subjects show considerable agreement in attributing personality traits to faces with particular physiognomic characteristics, although some individual and group differences exist.

Some studies have investigated the particular physiognomic cues utilized for inferring personality traits. Secord and Muthard (1955) had subjects rate photographs of young women on physiognomic and personality characteristics and from the ratings they were able to identify those attributes of appearance responsible for the impressions. For example,

woman who has narrow eyes, a relaxed mouth with thick lips and lots of lipstick were seen as more sexually attractive, passionate and feminine than woman with thin, straight lips, a compressed mouth and wearing little lipstick; moral character was associated with bright eyes. Similarly Secord, Dukes, and Bevan (1954) demonstrated that men with a dark complexion, coarse oily skin, heavy eyebrows and a straight mouth were perceived as hostile, quick tempered, shy, boorish and conceited. A pleasant expression, regular features and neat appearance are positively correlated with judgements of intelligence (Cook, 1939).

The effect on impression formation of other aspects of appearance, such as build, has received little attention, despite the interest of Psychiatrists, such as Kretschmer (1936) and psychologists like Sheldon (1940, 1942) who have shown the relationship between body build, personality and mental illness. Secord and Backman (1964) point out that body build is an important cue to personality impressions, though the impression may not be valid.

People can arrive at some evaluation of another person from almost any data (Asch, 1946). This has been shown in various studies using a great variety of cues, such as actual person, photographs, voice recordings, trait information,

posture (Ekman, 1964), schematic representations of persons' (Rosenberg and Langer, 1965), and paths described by a person (Taiguri, 1960a).

As Brunswik (1956) and Helder (1958) have made clear, cues are interchangeable and a great variety of them can lead one to attribute to another certain traits or dispositions. It is the attributed distal, covert "dispositional" qualities (Heider's term) of the other that serve to guide one's behaviour toward him, and it is with these the perceiver is ultimately concerned. Jones and Davis (1965) have given a very helpful treatment of the process of attributing dispositions from acts. Some dispositions and states are more important variables in interaction than others; cues to these may draw special attention. Among the aspects of another to which a person particularly attends to are his intentions, especially when the action is directed towards the beholder. Indeed, there is a general tendency to see others as 'origins' and 'responsible agents' of actions (Heider, 1958a; Pepitone, 1958).

People's feeling toward and reactions to, criticism and deprivation vary dramatically according to whether, the other person is seen as having 'intended', or as having been responsible for the negative action. This suggests that people may be very alert to and watchful for cues of this aspect of the other (Hastorf, 1964; Jones and de Charms, 1958, Strickland,

1958; Strickland, Jones and Smith, 1960; Thibaut and Riecken, 1955). Two other aspects that seem strongly to attract the beholders attention are a person's good-bad qualities (Hidder, 1958b; Osgood, 1953) and his relative 'power' (Pepitone, 1958). The attributes of the other person to which attention is given depend on the motivational state of the judge (Berlew and Williams, 1964).

b) Effect of contextual factors:

The beholder has two external sources of information about the states, feelings, attributes, and intentions of the others: i) the object person, and (ii) the situation or context of the object. Usually a person is seen in a context, and the perceiver utilizes cues from both the person and the situation. Indeed, it is by using the 'combination' of information available from both these sources that we arrive very often at judgements that are sufficiently correct to form the basis of smooth interaction with our social environment. (Taiguri, 1954).

Contextual factors affect the perception of a social stimulus in much the same way as 'field' variable affect the perception of physical stimuli; the meaning of a stimulus varies with the situation. Asch (1946) suggested that the

meaning of a trait depends upon the other traits a person is thought to possess. Strich and Secord (1956) showed how the perception of physiognomic attribute is affected by the other physiognomic attributes the person is seen to possess. Cline (1956) using line drawings, showed that the interpretation of a facial expression was affected by the expression on a second face adjacent to it. Levy (1960) reported a contrast effect in person perception. Target photographs presented in the context of two other photographs were rated in the opposite manner to the contextual photographs if the contextual photographs gave rise to common judgements. Holmes and Berkowitz (1961) reported a similar effect in judgements of pleasantness. A pleasant person seems more pleasant after seeing an unpleasant person.

c) The effect of order of presentation

The layman's notion that first impressions are important has been supported by experimental evidence. Asch (1946) presented subjects with a list of discrete traits. A second group of subjects were presented with the same list in reverse order. The two lists gave rise to different impressions presumably because adjectives presented earlier in the series had a greater effect than those presented later. Other experiments using trait lists got similar results (Anderson and Barrios, 1961; Anderson and Hubert, 1963; Anderson and Norman, 1964; and Anderson, 1965).

Asch suggested that the initial words in a list modify the meaning of later words. For example, the term 'cunning' will give the word 'clever' a meaning which is similar to word 'shrewd'. Methodological difficulties have hindered experimental examination of this idea. However, Anderson and Lampell (1965) report that the meaning of a personality trait in the context of two other traits was not affected by the context if the subject was instructed to rate the trait itself. If they were told to regard the three traits as belonging to the same person, the meaning of the test trait was displaced towards the contextual traits (Wyer and Watson, 1969).

An alternative explanation of the primacy effect given by Anderson and Hubert (1963) suggests that instead of a shift in meaning, later items merely carry less weight than the initial items and less attention is paid to them possibly because of overloading of the subjects information-processing capacity. A study by Anderson (1965) provides some support for the idea that subjects use an averaging process. Traindis and Fishbein (1963) suggest that a summation model is more appropriate. Lovie and Davies (1970) discuss the application of Bayes Theorem to the problem of combining information about persons. Luchins (1957a) obtained a marked primacy

effect by using two blocks of information which described a teenage boy. One block described him behaving in an extraovert manner, the other in an introverted manner. Despite the strong evidence in favor of primacy effects, slight alterations in the experimental conditions will completely remove them. Luchins (1957b) showed that they could be reduced either by warning the subject not to make snap judgements, or by interpolating a similar warning or an unrelated task, such as an arithmetic test, between the two blocks of information. The interpolated tasks were the most effective; probably because they decreased the likelihood of the two blocks being perceived as a total unit. This interpretation is supported by the work of Asch (1946).

In conclusion, it appears that people use a large variety of cues to make inferences about the states of mind and personal qualities of other persons.

2. COMBINING IMPRESSIONS:

All the information available about the other person is combined by the perceiver in various ways to achieve a unified and organized impression. So, the second step in the process of person perception is the combining of the informations. In other words, the perceiver construes the information selected in such a way as to infer general traits and a variety of other personal characteristics.

In all cognitive complex processes, there is a tendency to 'maximize balance' and to 'avoid dissonance of elements' (Asch, 1952; Bramel, 1963; Pepitone and Hayden, 1955; Secord, Backman and Eachus, 1964). The other person is viewed as more homogenously good or bad than he can be shown to be when his characteristics are independently measured. Information integration theory (Anderson, 1974) offers an approach for understanding how people combine stimulus information when making judgements and decisions. The theory seeks to determine the nature of the integration rule (e.g., adding, averaging, multiplying) employed by people in various response domains. The target person is thought of as a configuration of highly integrated characteristics (traits, emotions, etc).

In short, it seems that people seek to combine the inferences drawn from a large variety of cues to accomplish a unified and organized impression. This leads to the interpretative and extended inferences, which are very much influenced by the judges personality traits and self perception.

a) The effect of personality traits and motive of judge:

There is a large number of studies on the relationship between person perception and the personality of the judge. Since Murray's (1933) early experiment on the effects of fear arousal upon children's perceptions of photographs, a

considerable number of attempts have been made to demonstrate that people tend to attribute (project) their own repressed feelings and socially undesirable characteristics to other people.

Authoritarianism is a trait that has received considerable attention (Jones, 1954; Scodel and Friedman, 1956; Crockett and Meidinger, 1956; Kates, 1959 and Lipetz, 1960). Authoritarians tend to see other people as similar to themselves and hence rate stimulus person higher on authoritarianism, power and leadership than do non-authoritarians (Kates, 1959). They also appear to use evaluative responses more readily and to make more extreme evaluative responses than do non-authoritarians (Warr and Sims, 1965). High status persons are usually seen in a more favourable light by authoritarians than by non-authoritarians (Jones, 1954), but authoritarians show more generalized fear, suspicion, and moralistic condemnation of strangers (Desoto, Kuethe and Wunderlich, 1960). The impressions formed by authoritarians tend to be more resistant to change than those formed by non-authoritarians (Steiner and Johnson, 1963). In general, they appear to be less sensitive in their perception of other people, although this possibility has been questioned by Schulberg (1961). When forming impressions, authoritarians

make more use of external characteristics and cues, such as social class, than do non-authoritarians (Wilkins and deCharms, 1962).

The tendency to see others as like oneself is true of individuals other than authoritarians. Fensterheim and Tresselt (1953) showed that subjects tend to attribute values dissimilar to their own to people they dislike, but attribute values similar to their own to people they like. There is a tendency for people to assume that others are similar to themselves. Attempts to measure 'assumed similarity' have had limited success because of methodological shortcomings of the sort that have hindered the development of a satisfactory measure of accuracy (Cronbach, 1958 and Cline, 1964). Benedeth and Hill (1960) have argued that the centrality of a trait attributed to another person varies with the strength of the same trait in the perceiver. They reported that their subjects sociability scores on a questionnaire were significantly related to the impressions they formed of people who were said to be sociable and unsociable.

Neuroticism is an important personality characteristics that may be related to impression formation. Rabin (1962) found greater differences between maladjusted subjects, and normal subjects, in their judgement of others. Shrauger and

Altrocchi (1964) suggested a curvilinear relationship between adjustment and differentiation, with differentiation increasing from a low level among extremely defensive people (repressors) to a maximum among people with normal insight into self and others, and it decreases to a low level among people with severe personality disturbances, that is, disrupted defences. Altrocchi (1961) found that among a group of normals, repressors differentiated less than did sensitizers.

b) Self perception

Self-perception holds an important place in determining the perception of others. People differ in their self image and this causes differences in their perception of other people. People may perceive others in such a way as to protect or enhance their concept of themselves (Peterson, 1974).

Self-perception theory (Berg, 1972; Kelly, 1967) asserts that in knowing ourselves, we are essentially in the same positions as any outside observer of ourselves and must infer our emotions, attitudes and abilities from the way we behave. This recent version of self-perception theory is similar to many earlier theories of interpersonal perception notably those of Haider (1958a), James (1990), Ryle (1949) and Skinner (1971).

Powel Lewick (1983) in a study has shown that the more desirable the self rating on a dimension the more central that dimension is in perceiving others.

David (1980) in a study has found that subjects' descriptions of their own personalities correlate well with descriptions contributed by their peers, especially on traits high in social desirability.

Self is involved in processes of forming impressions of others and even very small situational changes in self-image are capable of producing related specific changes in images of other people (Powel Lewick, 1983). Self schemata may be crucial in formulating descriptions and evaluations about other people (Kuiper and Rogers, 1979; Mark's and Smith, 1980; Kuiper, 1981).

Self-perception, self-esteem, self-acceptance, self-valuations and self-regard have often been used interchangeably. However, certain conceptual nuances may have been obliterated in such gross classifications. An important distinction may be drawn, between self-esteem and self-acceptance. On the majority of tests purporting to measure self-esteem, persons who attribute to themselves a high percentage of positive traits and a low percentage of negative traits are considered

to be high in self-esteem (Marlowe, 1964). However, as Rogers (1959) has pointed out, the person who is high in self-acceptance is willing to accept both positive and negative attributes into his self-conception. Horland, Janis and Kelly (1953) and Crowne and Marlow (1964) have suggested, for example, that the person low in self-regard may have a strong need for social approval. It also seems plausible that the low self-regarding person may have a very inconsistent and diffuse self-picture. He may essentially be ensnared between the feeling that he may be inferior and the intense desire to excel. The result may be a highly vacillating approach to social interaction.

3. EVALUATION OF THE TARGET (OUTPUT):

a) Errors in evaluation:

In the process of rating personality attributes, several "judgemental effects" affect the process. The best known of these is the 'halo-effect', a term coined by Thorndike (1920). It had been noted as early as 1907 by Wells who found that judges tended to rate subjects on several traits in terms of a general impression of goodness or badness (the "halo") and that this introduced a spuriously high correlation into their ratings. With great ingenuity, later investigators have worked out procedures for minimizing the effect of the halo.

These investigators were more interested in rating methods than in judgemental phenomena. Yet the effect itself has become interesting in its own right (Rommetveit, 1960; Rugg, 1921a, 1921b), reflect as it does a tendency on the part of the subject to "package" the myriad impressions he receive from another person. Halo seems to increase with increase acquaintenace (Symonds, 1925, 1931).

A somewhat related tendency towards packaging information was described by Newcomb (1931). Guilford (1936) called it the 'logical error'. It was noted that judges have certain conceptions as to what traits go with what other traits. Thus, if one rates a person high on aggressiveness, one may be disposed to rate him high, rather than low, in energy. This 'error', of course, has become the subject of much direct research by psychologists interested in formation of impressions (for example, Asch, 1946).

Above mentioned general cognitive tendencies can be viewed as properties of the typical 'implicit personality theory'. In the area of person perception, the psychological frame work of inferences that links one trait to another has generally been referred to as a 'lay' or implicit theory of personality. The original work on 'implicit theories' and

'cognitive structure' was reported by Asch (1946), although he did not use these terms. He attempted to demonstrate that, in the course of establishing an impression, some personal qualities have more influence than others. The idea of an implicit or 'lay' theory of personality was put forward by Bruner and Tagiuri (1954) and then by Cronbach (1955), Hirschberg and Jennings (1980), Rosenberg and Sedlock (1972). After the publication of Bruner and Tagiuri's (1954) seminal article "The Perception of People", a great deal of research has been devoted to the study of implicit personality theory in particular (Schneider, 1973), and to study the implicit psychology more generally (Wegner and Vallacher, 1972).

'Leniency effect' is the tendency to rate others (and also oneself) high on favorable traits and low on unfavourable ones. Such a judgemental tendency markedly affects trait-attribution studies, such as the investigation of trait projection by Sears (1936). The tendency toward leniency might well reduce the likelihood that one would project one's own undesirable characteristics on others.

Another well-known tendency is stereotyping, the general inclination to place a person in categories according to some easily and quickly identifiable characteristics such as age,

sex, ethnic membership, nationality, or occupation, and then to attribute to him qualities believed to be typical of members of that category. Stereotyping does not necessarily lead to inaccuracy; sometimes it leads to more "accurate" inferences about others than does detailed information about each individual person (Crow, 1957; Gage, 1952; Soskin, 1959).

'Assumed similarity' (first reported by Hanks, 1936) - the inclination under certain circumstances to attribute to others responses one would give onseelf, a form of projection - generates high accuracy scores for judges who happen to be similar to the persons judged. This confounds accuracy, as an ability, with fortuitous actual similarity between the other person and the judge (Bender and Hastorf, 1950, 1953; Winslow, 1937). Kelley and Fiske (1951) conclude that the modest correlation between criterion (test responses) and judgements found in the studies of interpersonal judgements were largely due to a match between the judges and the object person's "favourability" set toward the items.

b) Differentiation in the output:

The traits and other concepts used to describe and conceptualize other people constitute the perceivers interpersonal cognitive system which is the part of his general cognitive system. Subjects with highly differentiated

cognitive system appear to be more aware of positive and negative attributes in the same person (Crockett, 1965). They are able to integrate conflicting information better than are subjects with less differentiated system (Nidorf and Crockett, 1965; and Mayo and Crockett, 1964).

A cognitive system can be described in terms of its degree of differentiation and organization. Integration of conflicting information and the degree to which fine distinctions are made about others are, therefore, two important aspects of the output of person perception which led to the discovery of certain cognitive styles.

Individual's cognitive process are independent of the nature of object involved. Gollin and Rosenberg (1956) showed that persons able to integrate a series of political, religious and economic terms into broader categories also tended to relate personality traits, even if they were incongruous.

The degree of differentiation in person perception has been variously measured. The most common operational definition is the variance of a person's judgement of a group of object on a particular attribute. No consistent results exist on cognitive complexity so defined and its relation to personality, possibly because high scores can be obtained both

by making fine distinctions over the entire range of an attribute and by using many extreme ratings (Shrauger and Altrocchi, 1964).

Other measures of differentiation define it more specifically as the number of independent dimensions used in characterizing or classifying others (Bieri, 1961). Some empirical correlates of differentiation have been reported. Bieri (1955) found that there are reliable differences in cognitive complexity so defined, on the one hand, and cognitive complexity and abstraction qualities in conceiving other persons, on the other hand. He reported that differentiation varied inversely with the tendency to assumed similarity and directly with the measure accuracy in his study. The more abstract individuals seem better able to integrate somewhat conflicting traits attributed to a person (Harvey, Hunt and Schroder, 1961; Harvey and Schroder, 1963; Mayo and Crockett, 1964).

People differ in "theories" they "have" about human nature and personality. Such notions, often implicit, influence the type of qualities and cues they particularly note in others, as well as the inferential process involved. There is considerable evidence, for instance, that individuals

differ consistently in the traits they use and in the weight they give to traits in their perception and thoughts about others (Rommetveit, 1960). Some people tend to describe other persons in terms of external, surface and physical traits, others in terms of inner and psychological traits (Bieri, 1961; Sarbin, 1954; Wolin, 1956).

c) Sex differences in the output:

Whenever investigators have analysed their data separately for male and female judges, they have observed differences. Among children, females describe adult figures in a less differentiated and more favourable manner than do males (Kohn and Fiedler, 1961). In describing others, boys focus on aggression, nonconformity, and attributes relevant to physical recreation, while girls refer more to nurturant behaviour, happiness, physical appearance, and social skills (Campbell and Radkeyarrow, 1956; Dornbusch et al., 1965; Hastorf, 1962).

Women have a greater tendency toward stereotyping than men, seem to be less analytical and more intuitive, and use more psychological (as opposed to physical) terms than men (Gollin, 1958; Sarbin, 1954; Wolin, 1955). Other studies of sex differences support these findings (Beach and Wertheimer, 1961; Secord and Muthard, 1955; Shapiro and

Tagiuri, 1959; Wertheimer, 1960). Exline (1966) has reported that women more than men, seem to focus visually on those with whom they interact, perhaps relying more than men on visual cues. When the option exists, women seek more information about others than men do (Nidorf and Crockett, 1964).

In short investigators have observed sex differences in person perception.

d) Social interaction and impression formation:

The existence of a definite psychological relationship between one person and another is likely to affect the impressions formed. For example, one's interpersonal relationship that is likely to have a great effect is the degree of liking. Liking exerts a considerable influence on the traits we assign to other people (Lott, Lott, Reed and Crow, 1970 and Fensterheim and Tresselt, 1953). Subjects tend to assign fewer favorable traits to people they dislike (Pastore, 1960a, 1960b) and liking helps to determine the frequency with which we interact with the other person, and this in turn determines the variety of behaviour we encounter. Tagiuri (1958) drew attention to the need to uncover the determinants of liking and disliking in groups.

In addition, the particular words chosen to describe well-liked, neutral and disliked actual persons differ significantly (Lott, Lott, Reed and Crow, 1970). Lott and Lott, (1970) found that children drew pictures of their peers which varied significantly both in detail and in size of head relative to body depending upon whether the peer drawn was liked, disliked or was regarded neutrally, and that other samples of children chose to look at pictures of highly liked peers more than they did at pictures of less liked ones. In still another study (Lott, Lott and Walsh, 1970), adult students learned to associate nonsense syllables with the names of well-known public figures, or peers, with reliably different numbers of errors depending on their degree of attraction to the person.

While concluding the review of literature, it may be observed that although the two areas i.e., sociometry and person perception, have been studied extensively, one of the important aspects i.e., the relationship between these two areas has been ignored. The relationship between these two aspects is expected to be helpful in answering the question as to why certain persons are populars, while others are isolates or neglectees. It may be so that those who are popular are aware of the traits considered to be

desirable, important and rare, and this awareness enables them to inculcate in their personalities the traits which are required for their nomination as populars. Alternatively, populars may not have acquired the traits which are desirable and important, they may have acquired the ability to present themselves in the manner which help them in managing positive impressions on others. Those who are neglectees or isolates might have less awareness of the traits which are positively evaluated by the members of a group. As a consequence they fail to cultivate such traits and also to manage positive impression.

It is also logical to expect that another reason of popularity or its lack may be due to differential evaluation of traits, i.e., these subjects belonging to the three sociometric categories are likely to differ with respect to the evaluation of different trait adjectives.

As far as the relationship of ratings of self and others is concerned, it can be expected that populars would rate themselves and other populars favorably and to isolates and neglectees less favorably. Lesser degree of positive self evaluation is expected in the case of neglectees and isolates. Furthermore, neglectees and isolates are expected

to rate others belonging to their own sociometric categories less positively than other populars. The ratings of self and others are also expected to be correlated with the evaluation of traits in terms of importance, desirability and rareness.

CHAPTER - III

METHOD AND PROCEDURE

METHOD AND PROCEDURE

The purpose of the present study is to bring out the differences in the self and other perception of populars, neglectees and isolates, when they are required to evaluate their ownself and others on a list of 16 pairs of adjectives. The study will also bring out the effect of social desirability, importance and rareness of descriptive traits in ratings of self and others given by subjects belonging to different sociometric categories.

Operational analysis of the variables:

Following are the operational definitions of the terms used in this study.

a) Sociometric Status:

Sociometric status and social status are used interchangeably. Both terms refer to "the number of choices that each individual receives in a network of interpersonal relations".

b) Social Structure:

Social structure refers to "the patterns of choices to and from individuals revealing the network of interpersonal ratings among group members".

c) Sociometric Test:

A method of evaluating the social structure is the sociometric test.

d) Sociomatrix:

Sociomatrix, a two fold table, is the convenient way of organizing the sociometric results.

e) Sociometric categories:

(i) Popular: An individual receiving more choices on sociometric tests than could be expected by chance alone, is a popular. He is sometimes called a 'Star'.

(ii) Neglectee: The individual receiving relatively fewer choices than expected by chance is a neglectee. Even though such individuals receive some choices, yet they remain neglected by the majority of the group members. They are also called "Fringers".

(iii) Isolate: An individual receiving no choices is an isolate. Although he is physically a member of the group, but is psychologically isolated. He is sometimes called an "Outsider".

f) Importances:

The magnitude of a subject's rating of a trait adjective in terms of its importance is the measure of the relative importance he/she attaches to a particular trait.

g) Desirability:

The trait which is rated to be socially desirable and in conformity to the norms of the society is thought to be socially desirable.

h) Commonness:

An uncommon characteristic is one which is hard-to-find among people, while a common is one which is frequently found among them.

PROCEDURE:

Sample:

Four hundred and fifty students from fourteen sections of class 9th and 10th made the sample of this study. The sample was drawn from the Zakir Hussain Model Higher Secondary School, Aligarh; S.T. High School, A.M.U., Aligarh and Girls High School, A.M.U., Aligarh. As per sociometric requirements, all the members of the sections were included in the sample.

TEST MATERIAL:**Sociometric test:**

The present study required three groups of subjects, viz., populars, neglectees and isolates. For the identification of sociometric status a sociometric test was used. While administering a sociometric test, the members of a particular group are asked to choose from among themselves partners for some specific activity. For the present study each student was asked to nominate:

- (i) "Which three students of this classroom would you like to have as sitting companions"?
- (ii) "Which three students of this classroom would you like to play with during recess in school"?
- (iii) "Which three students of this classroom would you like to do a class assignment with you"?

Administration:

The following instructions were given to the subjects, before the sociometric test started:

"You have so many classfellows, you like some of your classfellows very much. You would be happy to do certain activities with those of your classfellows whom you like very much. Below are given some questions about your choices of

classmates, you like much. Please answer these and be sure to fill in each space" (Appendix - 'A').

Scoring

For the identification of different categories, Bronfenbrenner's (1945) scheme of scoring was used. According to it students can be classified into six categories - Popular, Above Average, Average, Below Average, Neglectee and Isolate - depending on the number of choices they received. The same is as under:-

Category	No. of choices received
Popular	15 and above
Above average	10 - 14
Average	9
Below Average	4 - 8
Neglectee	1 - 3
Isolate	0

Bronfenbrenner (1945) has also given the estimate of critical sociometric status scores for varying number of choices applicable upto three sociometric criteria. The critical raw sociometric status scores are applicable to any group which

consists of not less than ten and not more than fifty members. The table presented below elaborates the scoring system.

TABLE 1 CRITICAL RAW STATUS SCORES FOR DIVERSE SOCIOMETRIC SITUATIONS.

No. of choices alloted to each person for each criterion	One criterion critical score			Two criteria critical scores			Three criteria critical scores		
	Exp. value	Lower limit	Upper limit	Exp. value	Lower limit	Upper limit	Exp. value	Lower limit	Upper limit
1.	1	None	4	2	None	6	3	0	8
2.	2	None	6	4	0	9	6	1	12
3.	3	0	7	6	1	11	9	3	15
4.	4	0	8	8	2	13	12	5	18
5.	5	1	9	10	4	16	15	9	22

Having identified 50 subjects in each of the three sociometric categories they were given a list of 16 pairs of adjectives. The subjects were required to (a) rate themselves, other populars, neglectees and isolates on 5-point scale in terms of each of the 16 pairs of adjectives, and (b) rate of the importance, desirability and commonness of 32 adjectives unfolded from the 16 semantic differential scales.

Administration:**Instructions for self-ratings and ratings of others:**

"Few days back you and your classmates were required to indicate the choice of friends in different situations. On the basis of your responses, I have identified three categories of boys viz., i) boys who are liked by most of the classmates, ii) boys who are liked by few classmates, and iii) boys who are not liked by his classmates.

Today you have to do something different. Below is given a list of opposite pairs of adjectives.using each pair of adjective, you have to give numbers from 1-5 to indicate your judgement about the characteristics of yourself, a boy whom you think is liked by most of the classmates, a boy whom you think is liked by few classmates and a boy whom you think is not liked by the classmates. While rating others, first write the name of the most liked boy on top of the column and then rate him on the 16 pairs of adjectives. After completing the ratings of the most liked boy, write the name of the boy liked by few classmates on top of the second column and then rate him too in terms of the 16 pairs of adjectives. Do the same with the least liked boy" (Appendix - 'B').

Instructions for the ratings of importance, desirability and commonness of adjectives:

"Last time when I visited you, you were required to describe yourself and three boys of your class in terms of pairs of opposite adjectives. This time I am presenting you the same adjectives one by one and not in pairs. You are requested to indicate how much the personal quality described by each adjective is 'IMPORTANT-UNIMPORTANT,' 'DESIRABLE-UNDESIRABLE' and 'COMMON-UNCOMMON'. The meaning of these terms is given hereunder:

Important: An important characteristic is one, whose presence or absence in an individual on the whole make him a different type of person.

Desirable: A desirable characteristic is one which is in conformity to the norms of a particular society.

Common: A common characteristic is one which is easily found among persons.

Taking each adjective, you have to give numbers from 1 to 5 to it, so as to indicate your judgement about its importance, desirability and rareness" (Appendix - 'C').

STATISTICAL ANALYSIS:

Means and SDs of the self-ratings and other ratings of populars, neglectees and isolates were obtained. The t-test was applied to find out the significant differences between the self-ratings and other ratings of each of the three groups separately. Pearson's correlation coefficients were obtained among the self-ratings and other ratings and among the self-ratings and trait evaluation ratings for each of the three groups separately. Means and SDs of the three sets of ratings i.e., importance, desirability and commonness of the trait adjectives were also obtained for the purpose of intergroup comparisons. For the significance of difference between means, the t-test was used.

CHAPTER - IV

R E S U L T S

RESULTS

As stated earlier, the aims of the present study are:

- a) to find out the difference between self and other perception of populars, neglectees and isolates, and
- b) to discover differences among the three groups with respect to social desirability, importance and rareness ratings of the trait adjectives.

In view of the first objective of the study, the means and SDs of the self ratings and other ratings of the three groups on 16 pairs of adjectives were obtained. The t-test was used to find out the significant differences between the self ratings and other ratings of each of the three groups. The results are presented in Table 1, 2 and 3.

TABLE 1.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY
POPULARS

S.No.	Pairs of adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	4.0	0.8	4.4	0.5	2.99	$p < .01$
2.	Disloyal-Loyal	4.1	0.8	3.9	0.9	1.17	
3.	Stupid-Clever	3.9	0.8	3.9	0.8	0.00	
4.	Ugly-Beautiful	3.4	1.0	4.4	0.5	6.32	$p < .01$
5.	Short-Tall	3.5	0.9	4.0	0.8	2.93	$p < .01$
6.	Passive-Active	3.4	0.8	3.8	1.0	2.20	$p < .05$
7.	Slow-Fast	3.6	0.9	3.5	1.1	0.49	
8.	Powerless- Powerful	4.0	0.9	3.8	1.0	1.05	
9.	Dirty-Neat	4.1	0.5	4.1	0.7	0.00	
10.	Lazy-Hardworking	4.0	1.0	4.0	1.0	0.00	
11.	Unfriendly- Friendly	4.3	0.6	4.1	0.8	1.41	
12.	Quite-Loud	3.3	1.2	3.2	1.0	0.45	
13.	Mean-Kind	4.0	0.9	4.5	0.5	3.43	$p < .01$
14.	Weak-Strong	3.4	1.1	3.6	1.0	0.95	
15.	Untrustworthy- Trustworthy	4.0	0.7	4.4	0.6	3.06	$p < .01$
16.	Relaxed-Tense	3.5	0.9	3.5	1.0	0.00	

TABLE 1.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN
BY POPULARS

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	4.0	0.8	2.7	0.9	7.63	$p < .01$
2.	Disloyal-Loyal	4.1	0.8	3.2	1.1	4.67	$p < .01$
3.	Stupid-Clever	3.9	0.8	3.0	0.9	5.28	$p < .01$
4.	Ugly-Beautiful	3.4	1.0	2.9	1.2	2.26	$p < .05$
5.	Short-Tall	3.5	0.9	2.9	0.7	3.72	$p < .01$
6.	Passive-Active	3.4	0.8	3.1	0.7	1.99	$p < .05$
7.	Slow-Fast	3.6	0.9	3.0	0.8	3.52	$p < .01$
8.	Powerless- Powerful	4.0	0.9	2.8	0.9	6.66	$p < .01$
9.	Dirty-Neat	4.1	0.5	3.3	1.0	5.06	$p < .01$
10.	Lazy-Hardworking	4.0	1.0	3.6	0.9	2.10	$p < .05$
11.	Unfriendly- Friendly	4.3	0.6	2.8	1.0	9.09	$p < .01$
12.	Quite-Loud	3.3	1.2	3.4	0.9	0.47	
13.	Mean-Kind	4.0	0.9	2.9	0.9	6.11	$p < .01$
14.	Weak-strong	3.4	1.1	2.7	1.0	3.33	$p < .05$
15.	Untrustworthy- Trustworthy	4.0	0.7	3.1	0.9	5.58	$p < .01$
16.	Relaxed-Tense	3.5	0.9	3.0	1.1	2.48	$p < .01$

TABLE 1.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN BY POPULARS

S.No.	Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	4.0	0.8	2.6	1.2	6.86	$p < .01$
2.	Disloyal-Loyal	4.1	0.8	2.9	0.9	7.04	$p < .01$
3.	Stupid-Clever	3.9	0.8	2.6	1.0	7.17	$p < .01$
4.	Ugly-Beautiful	3.4	1.0	3.2	0.9	1.05	
5.	Short-Tall	3.5	0.9	2.8	0.7	4.34	$p < .01$
6.	Passive-Active	3.4	0.8	2.9	0.9	2.93	$p < .01$
7.	Slow-Fast	3.6	0.9	2.8	0.8	4.64	$p < .01$
8.	Powerless-Powerful	4.0	0.9	2.1	0.8	11.15	$p < .01$
9.	Dirty-Neat	4.1	0.5	2.9	1.2	6.50	$p < .01$
10.	Lazy-Hardworking	4.0	1.0	2.7	0.8	7.17	$p < .01$
11.	Unfriendly-Friendly	4.3	0.6	2.3	0.8	14.14	$p < .01$
12.	Quite-Loud	3.3	1.2	3.1	0.8	0.98	
13.	Mean-Kind	4.0	0.9	2.7	0.9	7.20	$p < .01$
14.	Weak-Strong	3.4	1.1	2.8	0.9	2.98	$p < .01$
15.	Untrustworthy-trustworthy	4.0	0.7	2.7	1.0	7.53	$p < .01$
16.	Relaxed-Tense	3.5	0.9	3.0	1.0	2.65	$p < .01$

Table 1.1 presents the comparison of ratings of self and other populars given by the populars. The table shows that the difference between the two ratings is significant for six adjective-pairs and insignificant for ten pairs.

Table 1.2 presents the comparison of ratings of self and other neglectees, given by the populars. The difference between the two sets of ratings is significant on all but one adjective-pair.

Table 1.3 shows the comparison of ratings of self and other isolates, given by the populars. The difference between the two sets of ratings is significant for fourteen adjective-pairs and insignificant for the two pairs.

An overall examination of the above mentioned tables reveals that the populars have rated themselves much positively on adjective-pairs like bad-good, loyal-disloyal, powerful-powerless, dirty-neat, lazy-hardworking, unfriendly-friendly, mean-kind and untrustworthy-trustworthy. Populars have rated other populars positively on adjective-pairs like bad-good, ugly-beautiful, short-tall, dirty-neat, lazy-hardworking, unfriendly-friendly and trustworthy-untrustworthy. Other neglectees have been rated by the populars negatively on the pairs bad-good, ugly-beautiful, short-tall, powerful-powerless, unfriendly-friendly, mean-kind and weak-strong. Populars have rated other isolates negatively on the trait-pairs like

bad-good, disloyal, loyal, stupid-clever, short-tall, passive-active, slow-fast, powerful-powerless, dirty-neat, lazy-hard-working, unfriendly-friendly, mean-kind, weak-strong and untrustworthy-trustworthy. However, the populars have moderately rated themselves on pairs like ugly-beautiful, quite-loud, weak-strong, stupid-clever, short-tall, passive-active, slow-fast and relaxed-tense; neglectees have been given neutral ratings on adjective-pairs like disloyal-loyal, stupid-clever, passive-active, slow-fast, dirty-neat, lazy-hardworking, quite-loud, untrustworthy-trustworthy and relaxed-tense. Other populars have been rated by the populars neutrally on trait-pairs like disloyal-loyal, stupid-clever, passive-active, slow-fast, powerless-powerful, quite-loud, weak-strong and relaxed-tense. Other isolates have been neutrally rated by the populars on two adjective-pairs i.e. ugly-beautiful and relaxed-tense. Interestingly, populars have neither rated themselves nor the other populars negatively on any adjective-pair, while the other neglectees and the other isolates have not been rated positively by them on any adjective-pair.

TABLE 2.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY
NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	3.8	0.8	4.37	p < .01
2.	Disloyal-Loyal	3.6	0.9	4.1	0.7	3.10	p < .01
3.	Stupid-Clever	3.0	0.8	3.8	0.9	4.69	p < .01
4.	Ugly-Beautiful	3.0	0.9	3.4	1.1	1.99	p < .05
5.	Short-tall	3.0	1.0	3.6	1.1	2.85	p < .01
6.	Passive-Active	3.1	1.0	3.4	0.9	1.57	
7.	Slow-Fast	3.2	0.9	3.2	1.0	0.00	
8.	Powerless- Powerful	2.9	1.0	3.6	1.0	3.50	p < .01
9.	Dirty-Neat	3.7	0.9	3.8	1.0	0.52	
10.	Lazy-Hardworking	3.2	1.0	3.6	0.9	2.10	p < .05
11.	Unfriendly- Friendly	3.4	0.9	3.6	1.1	0.99	
12.	Quite-Loud	2.9	0.8	3.1	1.0	1.10	
13.	Mean-Kind	3.1	1.0	3.5	1.0	2.00	p < .05
14.	Weak-Strong	2.9	0.9	3.4	1.0	2.62	p < .01
15.	Untrustworthy- Trustworthy	3.2	0.9	3.8	0.9	3.33	p < .01
16.	Relaxed-Tense	2.8	1.0	3.3	1.1	2.37	p < .05

TABLE 2.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN BY NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	2.6	0.7	3.32	$p < .01$
2.	Disloyal-Loyal	3.6	0.9	3.1	1.1	2.48	$p < .01$
3.	Stupid-Clever	3.0	0.8	2.7	0.8	1.87	$p < .05$
4.	Ugly-Beautiful	3.0	0.9	3.4	1.0	2.10	$p < .05$
5.	Short-Tall	3.0	1.0	3.0	0.8	0.00	
6.	Passive-Active	3.1	1.0	2.5	0.9	3.15	$p < .01$
7.	Slow-Fast	3.2	0.9	2.7	0.7	3.10	$p < .01$
8.	Powerless- Powerful	2.9	1.0	2.5	0.7	2.31	$p < .05$
9.	Dirty-Neat	3.7	0.9	3.2	0.9	2.77	$p < .01$
10.	Lazy-Hardworking	3.2	1.0	2.9	0.8	1.65	
11.	Unfriendly- Friendly	3.4	0.9	2.6	1.0	4.20	$p < .01$
12.	Quite-Loud	2.9	0.8	2.5	0.8	2.50	$p < .01$
13.	Mean-Kind	3.1	1.0	2.7	1.0	2.00	$p < .05$
14.	Weak-Strong	2.9	0.9	2.7	0.7	1.24	
15.	Untrustworthy- Trustworthy	3.2	0.9	3.0	0.8	1.17	
16.	Relaxed-Tense	2.8	1.0	2.6	0.8	1.10	

TABLE 2.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN BY
NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	2.6	0.7	8.20	$p < .01$
2.	Disloyal-Loyal	3.6	0.9	3.1	1.1	4.00	$p < .01$
3.	Stupid-Clever	3.0	0.8	2.7	0.8	5.28	$p < .01$
4.	Ugly-Beautiful	3.0	0.9	3.4	1.0	2.80	$p < .01$
5.	Short-Tall	3.0	1.0	3.0	0.8	5.00	$p < .01$
6.	Passive-Active	3.1	1.0	2.5	0.9	4.41	$p < .01$
7.	Slow-Fast	3.2	0.9	2.7	0.7	3.10	$p < .01$
8.	Powerless- Powerful	2.9	1.0	2.5	0.7	2.10	$p < .05$
9.	Dirty-Neat	3.7	0.9	3.2	0.9	1.57	
10.	Lazy-Hardworking	3.2	1.0	2.9	0.8	2.34	$p < .05$
11.	Unfriendly- Friendly	3.4	0.9	2.6	1.0	4.44	$p < .01$
12.	Quite-Loud	2.9	0.8	2.5	0.8	2.50	$p < .01$
13.	Mean-Kind	3.1	1.0	2.7	1.0	3.15	$p < .01$
14.	Weak-Strong	2.9	0.9	2.7	0.7	1.11	
15.	Untrustworthy- Trustworthy	3.2	0.9	3.0	0.8	0.49	
16.	Relaxed-Tense	2.8	1.0	2.6	0.8	0.50	

Table 2.1 shows the comparison of ratings of self and other populars given by the neglectees. It shows that the two sets of ratings differ significantly for eleven adjective-pairs and insignificantly for five adjective-pairs. Table 2.2 presents the comparison of ratings of self and other neglectees given by the neglectees. The table shows that difference is significant for eleven out of sixteen trait-pairs. Table 2.3 presents the comparison between the ratings of self and other isolates. The table shows that the difference between the two sets of ratings is significant on twelve adjective-pairs and insignificant on the remaining four pairs.

A general perusal of the above mentioned tables reveals that the neglectees have rated themselves negatively on trait-pairs like powerless-powerful, quite-loud, weak-strong and relaxed-tense, and neutrally on the rest items. Other populars have been rated positively on one adjective-pair i.e., disloyal-loyal and neutrally on all the remaining fifteen pairs. Other neglectees have been negatively rated on traits like bad-good, stupid-clever, ugly-beautiful, passive-active, slow-fast, powerless-powerful, friendly-unfriendly, quite-loud, mean-kind weak-strong and relaxed-tense, and neutrally on the remaining five pairs. Other isolates have been rated much negatively on bad-good, neutrally on dirty-neat and untrustworthy-trustworthy scales; on the remaining thirteen pairs, isolates have been negatively rated by neglectees. Surprisingly, the neglectees have not given a single positive rating to themselves as well as to the other neglectees and isolates.

TABLE 3.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY ISOLATES

S.No.	Pairs of Adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	3.0	1.0	1.50	
2.	Disloyal-Loyal	3.2	1.0	2.9	1.0	1.50	
3.	Stupid-Clever	2.7	1.0	3.3	1.0	3.00	$p < .01$
4.	Ugly-Beautiful	3.2	1.0	3.6	0.9	2.10	$p < .05$
5.	Short-Tall	2.9	0.8	2.4	1.0	2.76	$p < .01$
6.	Passive-Active	3.1	0.9	3.3	1.0	1.05	
7.	Slow-Fast	3.3	0.9	3.5	0.9	1.11	
8.	Powerless-Powerful	2.5	0.8	3.4	0.9	5.28	$p < .01$
9.	Dirty-Neat	3.3	0.7	3.8	0.7	3.57	$p < .01$
10.	Lazy-Hardworking	2.9	0.8	4.0	0.7	7.31	$p < .01$
11.	Unfriendly-Friendly	2.6	1.0	3.2	1.0	3.00	$p < .01$
12.	Quite-Loud	2.6	0.8	2.8	0.9	1.17	
13.	Mean-Kind	3.1	0.6	3.2	0.8	0.70	
14.	Weak-Strong	2.3	0.8	3.0	1.1	3.63	$p < .01$
15.	Untrustworthy-Trustworthy	3.2	0.9	3.3	0.9	0.55	
16.	Relaxed-Tense	2.7	0.8	2.9	0.9	1.17	

TABLE 3.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN
BY ISOLATES

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	2.1	0.8	3.31	$p < .01$
2.	Disloyal-Loyal	3.2	1.0	2.2	0.9	5.25	$p < .01$
3.	Stupid-Clever	2.7	1.0	2.8	1.0	0.50	
4.	Ugly-Beautiful	3.2	1.0	2.8	1.0	2.00	$p < .05$
5.	Short-Tall	2.9	0.8	2.4	0.8	3.12	$p < .01$
6.	Passive-Active	3.1	0.9	2.7	0.7	2.48	$p < .01$
7.	Slow-Fast	3.3	0.9	2.6	0.7	4.34	$p < .01$
8.	Powerless- Powerful	2.5	0.8	2.3	0.8	1.25	
9.	Dirty-Neat	3.3	0.7	3.0	0.8	1.99	$p < .05$
10.	Lazy-Hardworking	2.9	0.8	2.6	0.8	1.87	$p < .05$
11.	Unfriendly- Friendly	2.6	1.0	2.7	0.8	0.55	
12.	Quite-Loud	2.6	0.8	2.4	0.7	1.33	
13.	Mean-Kind	3.1	0.6	2.8	0.7	2.30	$p < .05$
14.	Weak-Strong	2.3	0.8	2.6	1.0	1.65	
15.	Untrustworthy- Trustworthy	3.2	0.9	2.5	0.6	4.57	$p < .01$
16.	Relaxed-Tense	2.7	0.8	2.7	0.7	0.00	

TABLE 3.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN
BY ISOLATES

S.No.	Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	2.8	0.8	2.76	$p < .01$
2.	Disloyal-Loyal	3.2	1.0	2.4	1.0	4.00	$p < .01$
3.	Stupid-Clever	2.7	1.0	2.9	1.2	0.90	
4.	Ugly-Beautiful	3.2	1.0	2.8	1.0	2.00	$p < .05$
5.	Short-Tall	2.9	0.8	2.4	0.7	3.30	$p < .01$
6.	Passive-Active	3.1	0.9	2.7	0.9	2.20	$p < .05$
7.	Slow-Fast	3.3	0.9	2.8	0.8	2.93	$p < .01$
8.	Powerless- Powerful	2.5	0.8	2.4	0.8	0.60	
9.	Dirty -Neat	3.3	0.7	2.9	0.8	2.66	$p < .01$
10.	Lazy-Hardworking	2.9	0.8	2.5	0.8	2.50	$p < .01$
11.	Unfriendly- Friendly	2.6	1.0	2.6	0.8	0.00	
12.	Quite-Loud	2.6	0.8	2.3	0.8	0.13	
13.	Mean-Kind	3.1	0.6	2.8	0.8	2.15	$p < .05$
14.	Weak-Strong	2.3	0.8	2.4	0.9	0.58	
15.	Untrustworthy- Trustworthy	3.2	0.9	2.8	0.7	2.48	$p < .01$
16.	Relaxed-Tense	2.7	0.8	2.9	0.8	1.25	

Table 3.1 represents the comparison of the ratings of self and other populars, given by the isolates. The table shows that the two sets of ratings differ significantly on eight adjective-pairs, and insignificantly on the remaining eight pairs. Table 3.2 shows the comparison of the ratings of self and other neglectees given by the isolates. It shows that the two sets of ratings differ significantly on ten adjective-pairs and insignificantly on six pairs. Table 3.3 presents the comparison of ratings of self and other isolates obtained by isolates. The table shows that the two types of ratings differ significantly on ten trait-pairs and insignificantly on six pairs.

A general observation of the above mentioned tables reveals that isolates have rated themselves neutrally on the adjective-pairs like loyal-disloyal, ugly-beautiful, passive-active, slow-fast, dirty-neat, mean-kind and untrustworthy-trustworthy and negatively on the remaining pairs. Isolates have rated other populars positively on lazy-hardworking, negatively on loyal-disloyal, short-tall, quite-loud and relaxed-tense and neutrally on the remaining pairs of traits. Other neglectees have been rated neutrally on dirty-neat, and negatively on all the remaining fifteen pairs. Other isolates have been rated negatively on all the sixteen pairs of adjectives. Like neglectees, isolates have not given a single

positive rating to themselves as well as to the other neglectees and isolates. On the whole, isolates have given more negative ratings than neglectees, to self as well as to others.

To find out the differences among three sociometric groups, with regard to the evaluation of traits in terms of importance, desirability and rareness, the means and SDs of the ratings of three groups for thirty-two adjectives (unfolded from the sixteen pairs) were obtained. For the significance of difference among three groups, the t-test was used. The results are presented in tables 4, 5 and 6.

TABLE 4.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; POPULAR VS NEGLECTEES

S.No.	Factors	POPULARS		NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	1.7	0.8	3.6	1.0	10.38	p < .01
2.	Good	4.6	0.5	3.1	1.0	9.04	p < .01
3.	Loyal	4.6	0.5	3.5	1.0	6.83	p < .01
4.	Disloyal	1.7	0.8	3.6	1.0	10.01	p < .01
5.	Stupid	2.2	0.7	2.6	0.7	2.75	p < .01
6.	Clever	3.7	1.2	3.0	1.1	2.78	p < .01
7.	Ugly	1.8	0.8	2.8	1.1	5.14	p < .01
8.	Beautiful	3.9	1.2	3.4	1.1	2.36	p < .05
9.	Short	2.0	0.8	2.7	0.9	3.78	p < .01
10.	Tall	3.8	1.0	2.7	1.0	5.11	p < .01
11.	Passive	2.5	1.1	2.9	0.8	2.05	p < .05
12.	Active	3.5	1.3	3.3	1.2	0.93	
13.	Slow	2.4	1.0	2.5	1.0	0.47	
14.	Fast	3.9	1.1	2.9	1.0	4.47	p < .01
15.	Powerless	2.8	1.2	2.5	0.7	1.17	
16.	Powerful	3.1	1.2	3.1	1.0	0.17	
17.	Dirty	2.0	0.9	3.0	0.9	4.84	p < .01
18.	Neat	3.8	1.3	3.0	0.9	3.46	p < .01
19.	Lazy	2.9	1.4	2.9	1.0	0.08	
20.	Hardworking	3.1	1.4	3.2	1.1	0.61	
21.	Unfriendly	3.2	1.3	3.2	0.9	0.33	
22.	Friendly	3.2	1.4	3.4	1.0	0.71	
23.	Quite	3.5	1.3	3.0	0.9	2.29	p < .05
24.	Loud	3.4	1.1	3.0	1.1	1.71	p < .05
25.	Mean	3.5	1.2	2.8	1.0	3.28	p < .01
26.	Kind	4.0	1.1	3.6	1.1	1.96	p < .05
27.	Weak	3.1	1.4	3.4	1.0	1.00	
28.	Strong	4.1	1.2	3.1	1.0	4.44	p < .01
29.	Untrustworthy	3.8	1.3	3.3	1.1	2.22	p < .05
30.	Trustworthy	4.2	1.1	3.2	1.1	4.32	p < .01
31.	Relaxed	2.9	1.3	2.9	1.0	0.33	
32.	Tense	2.9	1.0	2.6	0.8	1.27	

TABLE 4.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; POPULARS VS.
NEGLECTERS

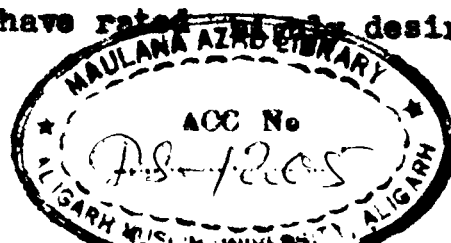
S.No.	Factors	POPULARS		NEGLECTERS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.3	0.9	2.8	0.8	2.93	p < .01
2.	Good	4.2	1.0	3.6	0.9	2.99	p < .01
3.	Loyal	4.3	0.8	3.0	1.2	5.73	p < .01
4.	Disloyal	1.8	0.7	2.8	0.7	6.48	p < .01
5.	Stupid	2.3	1.0	2.4	0.7	0.42	
6.	Clever	3.9	1.2	2.9	0.9	4.31	p < .01
7.	Ugly	2.0	0.6	2.8	1.1	4.46	p < .01
8.	Beautiful	4.5	0.6	3.3	1.2	5.98	p < .01
9.	Short	2.4	1.2	2.8	1.1	1.55	
10.	Tall	4.3	0.7	2.6	1.0	9.48	p < .01
11.	Passive	3.1	1.2	2.5	0.7	2.40	p < .01
12.	Active	2.8	1.3	3.1	1.1	1.24	
13.	Slow	2.3	1.3	2.5	0.9	0.96	
14.	Fast	3.8	1.2	2.5	1.0	5.57	p < .01
15.	Powerless	2.5	1.1	2.4	0.9	0.27	
16.	Powerful	3.7	1.3	3.1	1.1	2.64	p < .01
17.	Dirty	2.3	0.8	3.1	1.0	4.02	p < .01
18.	Neat	4.5	0.6	3.5	1.0	5.39	p < .01
19.	Lazy	1.9	0.8	2.7	1.0	4.21	p < .01
20.	Hardworking	4.3	0.9	3.3	1.1	4.66	p < .01
21.	Unfriendly	2.5	1.1	2.9	1.0	1.57	
22.	Friendly	3.6	1.1	3.6	1.4	0.07	
23.	Quite	2.9	1.0	2.9	0.9	0.10	
24.	Loud	3.2	1.1	2.7	0.7	2.84	p < .01
25.	Mean	1.9	0.7	2.3	0.8	2.55	p < .01
26.	Kind	4.3	0.6	3.5	1.1	4.26	p < .01
27.	Weak	2.1	1.0	2.6	0.9	2.43	p < .01
28.	Strong	4.0	0.9	2.8	1.0	5.82	p < .01
29.	Untrustworthy	1.8	0.7	2.2	0.8	2.65	p < .01
30.	Trustworthy	4.5	0.5	3.2	1.0	7.43	p < .01
31.	Relaxed	2.3	1.0	2.6	1.2	1.64	
32.	Tense	3.7	1.1	2.4	0.9	6.32	p < .01

TABLE 4.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; POPULARS VS. NEGLECTERS

S.No.	Factors	POPULARS		NEGLECTERS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.6	1.2	4.30	$p < .01$
2.	Good	2.3	1.2	3.4	0.9	4.97	$p < .01$
3.	Loyal	2.3	1.2	3.7	0.9	6.28	$p < .01$
4.	Disloyal	3.7	1.0	2.9	0.8	4.55	$p < .01$
5.	Stupid	4.0	0.9	2.5	1.0	7.82	$p < .01$
6.	Clever	2.0	0.9	2.9	1.1	4.25	$p < .01$
7.	Ugly	2.8	1.4	2.9	1.2	0.30	
8.	Beautiful	3.2	1.3	3.1	1.2	0.30	
9.	Short	3.9	1.1	2.7	1.1	4.82	$p < .01$
10.	Tall	2.4	1.2	2.4	0.9	0.26	
11.	Passive	3.5	1.2	2.8	0.8	3.62	$p < .01$
12.	Active	2.3	1.1	2.9	1.0	2.75	$p < .01$
13.	Slow	3.9	1.1	2.7	0.8	6.21	$p < .01$
14.	Fast	2.3	1.0	2.6	1.1	1.15	
15.	Powerless	3.5	1.1	2.9	1.0	2.61	$p < .01$
16.	Powerful	2.7	1.2	2.9	1.1	0.99	
17.	Dirty	3.6	1.1	3.0	0.9	2.88	$p < .01$
18.	Neat	2.2	1.0	3.1	1.0	3.94	$p < .01$
19.	Lazy	3.5	1.4	3.0	1.0	2.32	$p < .05$
20.	Hardworking	2.5	1.4	2.9	1.1	1.55	
21.	Unfriendly	3.6	1.3	3.0	0.9	2.71	$p < .01$
22.	Friendly	2.3	1.3	2.8	1.0	1.81	$p < .05$
23.	Quite	3.1	1.4	2.7	1.0	1.39	
24.	Loud	2.9	1.2	2.6	1.0	0.96	
25.	Mean	3.2	1.3	3.1	1.0	0.41	
26.	Kind	2.5	1.3	2.9	1.0	1.71	$p < .05$
27.	Weak	3.7	1.1	2.9	1.1	3.20	$p < .01$
28.	Strong	2.4	1.2	2.9	0.9	2.17	$p < .05$
29.	Untrustworthy	3.6	1.1	2.8	1.0	3.45	$p < .01$
30.	Trustworthy	2.5	0.9	2.7	1.0	0.80	
31.	Relaxed	3.7	1.0	2.7	0.8	5.28	$p < .01$
32.	Tense	2.2	1.0	2.6	1.2	1.82	$p < .05$

Table 4.1 gives the comparison between the ratings by populars and neglectees for importance of the traits. An examination of the table reveals that the ratings of populars and neglectees differ significantly on twenty adjectives. An overall observation of the table reveals that both the populars and neglectees have rated the adjectives like stupid, ugly, short, passive, slow, powerless, lazy, relaxed and tense as unimportant. The adjectives like clever, beautiful, active, powerful, neat, hardworking, unfriendly, friendly, quite, loud, weak and untrustworthy have been rated neutrally by both the groups. A sharp difference between the ratings of two groups is on adjectives like bad, good, loyal, disloyal, tall, dirty, mean, kind, strong and trustworthy. The adjectives like good, loyal, kind strong and trustworthy, have been rated as important and adjectives bad, disloyal and dirty by the populars as unimportant. The adjectives bad, good, loyal, disloyal, dirty, strong and trustworthy, have been neutrally rated by the neglectees.

Table 4.2 presents the comparison of ratings of populars and neglectees in terms of desirability. An observation of the table reveals that populars' and neglectees' ratings differ significantly on twenty three adjectives. A perusal of the table 4.2 brings out the fact that the ratings of populars and neglectees strikingly differ on certain adjectives, for example, populars have rated ~~as~~ desirable the adjectives like;



loyal, tall, beautiful, neat, kind, hardworking and trustworthy, while neglectees have rated all these adjectives except the two (tall and strong), near neutral point of desirable-undesirable dimension. Tall and strong have been rated as undesirable by neglectees. On the whole thirteen adjectives have been rated as undesirable by both the populars and neglectees.

Table 4.3 shows the comparison of ratings of populars and neglectees regarding the rareness of traits. On twenty-two adjectives the difference is significant. A close observation of the table reveals that both populars and neglectees have given uncommon ratings to the adjectives like clever, ugly, tall, active, fast, powerful, hardworking, friendly, loud, kind, strong, trustworthy and tense. Both the groups have given neutral ratings to the adjectives like beautiful, lazy, dirty, unfriendly and mean. The adjective stupid has been rated as common by populars and uncommon by neglectees.

TABLE 5.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; POPULARS VS. ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	1.7	0.8	2.4	1.0	4.04	p < .01
2.	Good	4.6	0.5	2.5	0.9	13.51	p < .01
3.	Loyal	4.6	0.5	2.7	0.9	11.80	p < .01
4.	Disloyal	1.7	0.8	2.4	0.9	3.88	p < .01
5.	Stupid	2.2	0.7	2.7	1.2	2.67	p < .01
6.	Clever	3.7	1.2	2.9	1.1	3.39	p < .01
7.	Ugly	1.8	0.8	2.1	0.7	1.56	
8.	Beautiful	3.9	1.1	3.5	1.0	2.10	p < .05
9.	Short	2.0	0.8	2.8	0.9	4.22	p < .01
10.	Tall	3.8	1.0	2.8	1.0	4.53	p < .01
11.	Passive	2.5	1.1	3.0	0.8	2.75	p < .01
12.	Active	3.5	1.3	3.5	0.9	0.25	
13.	Slow	2.4	1.0	2.5	0.7	0.65	
14.	Fast	3.9	1.1	3.0	1.1	3.84	p < .01
15.	Powerless	2.8	1.2	2.4	0.8	2.00	p < .05
16.	Powerful	3.1	1.2	2.8	0.9	0.99	
17.	Dirty	2.0	0.9	2.8	0.7	4.28	p < .01
18.	Neat	3.8	1.3	3.5	0.9	1.39	
19.	Lazy	2.9	1.4	2.4	0.7	2.14	p < .05
20.	Hardworking	3.1	1.4	3.8	1.0	2.75	p < .01
21.	Unfriendly	3.2	1.3	2.5	0.8	3.23	p < .01
22.	Friendly	3.2	1.4	3.2	0.9	0.08	
23.	Quite	3.5	1.3	2.3	0.8	5.58	p < .01
24.	Loud	3.4	1.1	3.0	1.2	1.90	p < .05
25.	Mean	3.5	1.2	2.3	0.8	5.49	p < .01
26.	Kind	4.0	1.1	3.0	0.9	4.93	p < .01
27.	Weak	3.1	1.4	2.3	0.9	3.16	p < .01
28.	Strong	4.1	1.2	3.6	1.1	2.12	p < .05
29.	Untrustworthy	3.8	1.3	3.1	0.9	3.16	p < .01
30.	Trustworthy	4.2	1.1	3.5	0.8	3.32	p < .01
31.	Relaxed	2.9	1.3	2.6	0.7	1.68	p < .05
32.	Tense	2.9	1.0	3.1	0.9	0.98	

TABLE 5.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; POPULARS VS.
ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.3	0.9	2.3	0.8	0.44	
2.	Good	4.2	1.0	3.0	1.1	5.58	$p < .01$
3.	Loyal	4.2	0.8	3.3	1.0	4.71	$p < .01$
4.	Disloyal	1.8	0.7	2.3	0.7	2.94	$p < .01$
5.	Stupid	2.3	1.0	2.5	0.9	0.87	
6.	Clever	3.9	1.2	3.2	1.0	2.95	$p < .01$
7.	Ugly	2.0	0.6	2.1	0.7	0.73	
8.	Beautiful	4.5	0.6	3.6	1.1	4.42	$p < .01$
9.	Short	2.4	1.2	2.6	0.8	0.82	
10.	Tall	4.3	0.7	2.9	1.0	7.77	$p < .01$
11.	Passive	3.1	1.3	2.5	0.7	2.42	$p < .01$
12.	Active	2.8	1.3	3.0	0.8	0.72	
13.	Slow	2.3	1.3	2.6	0.9	1.23	
14.	Fast	3.8	1.2	3.0	0.8	3.88	$p < .01$
15.	Powerless	2.5	1.1	2.9	1.0	1.86	$p < .05$
16.	Powerful	3.7	1.3	2.4	0.9	6.00	$p < .01$
17.	Dirty	2.3	0.8	2.2	0.7	0.86	
18.	Neat	4.5	0.6	3.1	0.8	8.98	$p < .01$
19.	Lazy	1.9	0.8	2.6	0.8	4.33	$p < .01$
20.	Hardworking	4.3	0.9	3.4	0.9	4.76	$p < .01$
21.	Unfriendly	2.5	1.1	3.1	0.8	2.92	$p < .01$
22.	Friendly	3.6	1.1	2.9	0.9	3.24	$p < .01$
23.	Quite	2.9	1.0	3.0	0.9	0.58	
24.	Loud	3.2	1.1	2.6	1.0	2.91	$p < .01$
25.	Mean	1.9	0.7	2.1	0.7	1.68	$p < .05$
26.	Kind	4.3	0.6	3.0	0.9	7.85	$p < .01$
27.	Weak	2.1	1.0	2.9	1.2	3.36	$p < .01$
28.	Strong	4.0	0.9	2.4	0.8	8.24	$p < .01$
29.	Untrustworthy	1.8	0.7	2.6	0.8	5.32	$p < .01$
30.	Trustworthy	4.5	0.5	3.2	0.9	8.15	$p < .01$
31.	Relaxed	2.3	1.0	2.2	0.8	0.31	
32.	Tense	3.7	1.1	2.7	1.1	4.65	$p < .01$

TABLE 5.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; POPULARS VS. ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.5	0.9	5.42	p < .01
2.	Good	2.3	1.2	3.0	1.2	2.99	p < .01
3.	Loyal	2.3	1.2	2.9	0.9	3.04	p < .01
4.	Disloyal	3.7	1.0	2.6	0.8	5.66	p < .01
5.	Stupid	4.0	0.9	2.9	1.1	5.40	p < .01
6.	Clever	2.0	0.9	3.0	1.0	4.91	p < .01
7.	Ugly	2.8	1.4	2.8	0.7	0.00	
8.	Beautiful	3.2	1.4	2.3	0.8	4.06	p < .01
9.	Short	3.9	1.1	2.3	0.7	7.91	p < .01
10.	Tall	2.4	1.2	2.5	0.9	0.53	
11.	Passive	3.5	1.2	2.3	0.7	6.00	p < .01
12.	Active	2.3	1.1	3.4	1.1	4.56	p < .01
13.	Slow	3.9	1.1	2.5	0.7	7.37	p < .01
14.	Fast	2.3	1.0	3.2	0.9	4.51	p < .01
15.	Powerless	3.5	1.1	2.4	0.7	5.26	p < .01
16.	Powerful	2.7	1.2	2.4	0.9	1.35	
17.	Dirty	3.6	1.1	3.1	0.9	2.59	p < .01
18.	Neat	2.2	1.0	2.6	0.9	1.78	p < .05
19.	Lazy	3.5	1.4	3.3	1.1	1.07	
20.	Hardworking	2.5	1.4	2.7	0.9	1.18	
21.	Unfriendly	3.6	1.3	3.0	1.1	2.54	p < .01
22.	Friendly	2.3	1.3	2.8	0.7	2.20	p < .05
23.	Quite	3.1	1.4	2.5	1.0	2.07	p < .05
24.	Loud	2.9	1.4	3.2	1.2	1.37	
25.	Mean	3.2	1.3	2.7	0.9	2.07	p < .05
26.	Kind	2.5	1.3	2.4	0.9	0.60	
27.	Weak	3.7	1.1	3.1	0.9	2.59	p < .01
28.	Strong	2.4	1.2	3.4	0.9	4.61	p < .01
29.	Untrustworthy	3.6	1.1	3.1	1.1	1.97	p < .05
30.	Trustworthy	2.5	0.9	2.6	0.7	0.22	
31.	Relaxed	3.7	1.0	2.1	0.8	8.53	p < .01
32.	Tense	2.2	1.0	2.0	0.8	0.84	

Table 5.1 presents the comparison of ratings of populars and isolates with regard to the importance of adjectives. Table shows that on twenty five adjectives, the difference between the ratings of two group is significant. An examination of the table 5.1 reveals that both the groups have rated as unimportant the adjectives like, bad, disloyal, stupid, ugly, short, slow, powerless, dirty, lazy and relaxed; beautiful, active, fast, hardworking, friendly, loud, mean and untrustworthy have been given ratings near neutral point by both the groups. Populars have rated as important the adjectives like good, loyal, kind, strong and trustworthy; comparatively isolates have rated these adjectives either as neutral or unimportant.

Table 5.2 shows the comparison of populars' and isolates' ratings with regard to the desirability of the traits. On twenty two adjectives, the difference between the two groups' ratings is significant. An overall examination of the table reveals that both the populars and isolates have given undesirable ratings to the traits like bad, disloyal, stupid, ugly, short, slow, powerless, dirty, lazy, mean, weak, untrustworthy, and relaxed. Both the groups have given neutral ratings to the adjectives like clever and fast. Populars have rated the adjectives good, loyal, beautiful, tall, neat, hardworking, kind, strong and trustworthy as desirable. As compared to populars, isolates have given either the neutral or undesirable ratings to these adjectives.

Table 5.3 gives the comparison between ratings of populars and isolates in terms of the rareness of the descriptive traits. On twenty three adjectives, the difference between the ratings of the two groups is significant. A perusal of the table reveals that both the populars and isolates have rated as uncommon to the adjectives like loyal, ugly, tall, powerful, neat, hardworking, friendly, kind, trustworthy and tense. The adjectives like dirty, lazy, unfriendly, weak and untrustworthy, are rated as neutral with respect to commonness - uncommonness, by both the groups.

TABLE 6.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; NEGLECTEES VS.
ISOLATES

S.No.	Factors	NEGLECTEES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.4	1.0	5.89	p < .01
2.	Good	3.1	1.0	2.5	0.9	3.19	p < .01
3.	Loyal	3.5	1.0	2.7	0.9	3.68	p < .01
4.	Disloyal	3.6	1.0	2.4	0.9	5.98	p < .01
5.	Stupid	2.6	0.7	2.7	1.2	0.69	
6.	Clever	3.0	1.1	2.9	1.1	0.61	
7.	Ugly	2.8	1.1	2.1	0.7	4.14	p < .01
8.	Beautiful	3.4	1.1	3.5	1.0	0.35	
9.	Short	2.7	0.9	2.8	0.9	0.51	
10.	Tall	2.7	1.0	2.8	1.0	0.47	
11.	Passive	2.9	0.8	3.0	0.8	0.85	
12.	Active	3.3	1.2	3.5	0.9	0.80	
13.	Slow	2.5	1.0	2.5	0.7	0.11	
14.	Fast	2.9	1.0	3.0	1.1	0.44	
15.	Powerless	2.5	0.7	2.4	0.8	1.17	
16.	Powerful	3.1	1.0	2.8	0.9	1.35	
17.	Dirty	3.0	0.9	2.8	0.7	1.12	
18.	Neat	3.0	0.9	3.5	0.9	2.44	p < .01
19.	Lazy	2.9	1.0	2.4	0.7	2.64	p < .01
20.	Hardworking	3.2	1.1	3.8	1.0	2.39	p < .01
21.	Unfriendly	3.2	0.9	2.5	0.8	3.57	p < .01
22.	Friendly	3.4	1.0	3.2	0.9	0.97	
23.	Quite	3.0	0.9	2.3	0.8	4.01	p < .01
24.	Loud	3.0	1.1	3.0	1.2	0.25	
25.	Mean	2.8	1.0	2.3	0.8	2.35	p < .05
26.	Kind	3.6	1.1	3.0	0.9	2.70	p < .01
27.	Weak	3.4	1.0	2.3	0.9	5.18	p < .05
28.	Strong	3.1	1.0	3.6	1.1	2.32	p < .05
29.	Untrustworthy	3.3	1.1	3.1	0.9	0.95	
30.	Trustworthy	3.2	1.1	3.5	0.8	1.75	p < .05
31.	Relaxed	2.9	1.0	2.6	0.7	1.53	
32.	Tense	2.6	0.8	3.1	0.9	2.45	p < .01

TABLE 6.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; NEGLECTRES VS. ISOLATES

S.No.	Factors	NEGLECTRES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.8	0.8	2.3	0.8	2.66	p < .01
2.	Good	3.6	0.9	3.0	1.1	2.91	p < .01
3.	Loyal	3.0	1.2	3.3	1.0	1.38	
4.	Disloyal	2.8	0.7	2.3	0.7	3.22	p < .01
5.	Stupid	2.4	0.7	2.5	0.9	0.57	
6.	Clever	2.9	0.9	3.2	1.0	1.38	
7.	Ugly	2.8	1.1	2.1	0.7	3.74	
8.	Beautiful	3.3	1.2	3.6	1.1	1.55	
9.	Short	2.8	1.1	2.6	0.8	0.96	
10.	Tall	2.6	1.0	2.9	1.0	1.54	
11.	Passive	2.5	0.7	2.5	0.7	0.00	
12.	Active	3.1	1.1	3.0	0.8	0.71	
13.	Slow	2.5	0.9	2.6	0.9	0.33	
14.	Fast	2.5	1.0	3.0	0.8	2.40	p < .01
15.	Powerless	2.4	0.9	2.9	1.0	2.36	p < .05
16.	Powerful	3.1	1.1	2.4	0.9	3.30	p < .01
17.	Dirty	3.1	1.0	2.2	0.7	5.14	p < .01
18.	Neat	3.5	1.0	3.1	0.8	2.14	p < .05
19.	Lazy	2.7	1.0	2.6	0.8	0.43	
20.	Hardworking	3.3	1.1	3.4	0.9	0.46	
21.	Unfriendly	2.9	1.0	3.1	0.8	1.23	
22.	Friendly	3.6	1.4	2.9	0.9	2.73	p < .01
23.	Quite	2.9	0.9	3.0	0.9	0.52	
24.	Loud	2.7	0.7	2.6	1.0	0.44	
25.	Mean	2.3	0.8	2.1	0.7	0.97	
26.	Kind	3.5	1.1	3.0	0.9	2.45	p < .01
27.	Weak	2.6	0.9	2.9	1.2	1.34	
28.	Strong	2.8	1.0	2.4	0.8	1.91	p < .05
29.	Untrustworthy	2.2	0.8	2.6	0.8	2.43	p < .01
30.	Trustworthy	3.2	1.0	3.2	0.9	0.09	
31.	Relaxed	2.6	1.2	2.2	0.8	2.08	p < .05
32.	Tense	2.4	0.9	2.7	1.1	1.11	

TABLE 6.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; NEGLECTEES VS.
ISOLATES

S.No.	Factors	NEGLECTEES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.6	1.2	2.5	0.9	0.54	
2.	Good	3.4	0.9	3.0	1.2	1.55	
3.	Loyal	3.7	0.9	2.9	0.9	3.95	p < .01
4.	Disloyal	2.9	0.8	2.6	0.8	1.44	
5.	Stupid	2.5	1.0	2.9	1.1	1.78	p < .05
6.	Clever	2.9	1.1	3.0	1.0	0.35	
7.	Ugly	2.9	1.2	2.8	0.7	0.39	
8.	Beautiful	3.1	1.2	2.3	0.8	4.20	p < .01
9.	Short	2.7	1.1	2.3	0.7	2.15	p < .05
10.	Tall	2.4	0.9	2.5	0.9	0.96	
11.	Passive	2.8	0.8	2.3	0.7	2.88	p < .01
12.	Active	2.9	1.0	3.4	1.1	1.98	p < .05
13.	Slow	2.7	0.8	2.5	0.7	1.24	
14.	Fast	2.6	1.1	3.2	0.9	2.99	p < .01
15.	Powerless	2.9	1.0	2.4	0.7	2.64	p < .01
16.	Powerful	2.9	1.1	2.4	0.9	2.56	p < .01
17.	Dirty	3.0	0.9	3.1	0.9	0.31	
18.	Neat	3.1	1.0	2.6	0.9	2.31	p < .05
19.	Lazy	3.0	1.0	3.3	1.1	1.39	
20.	Hardworking	2.9	1.1	2.7	0.9	0.57	
21.	Unfriendly	3.0	0.9	3.0	1.1	0.09	
22.	Friendly	2.8	1.0	2.8	0.7	0.21	
23.	Quite	2.7	1.0	2.5	1.0	0.86	
24.	Loud	2.6	1.0	3.2	1.2	2.67	p < .01
25.	Mean	3.1	1.0	2.7	0.9	1.91	p < .05
26.	Kind	2.9	1.0	2.4	0.9	2.75	p < .01
27.	Weak	2.9	1.1	3.1	0.9	0.93	
28.	Strong	2.9	0.9	3.4	0.9	2.72	p < .01
29.	Untrustworthy	2.8	1.0	3.1	1.1	1.38	
30.	Trustworthy	2.7	1.0	2.6	0.7	0.67	
31.	Relaxed	2.7	0.8	2.1	0.8	3.40	p < .01
32.	Tense	2.6	1.2	2.0	0.8	2.79	p < .01

Table 6.1 presents the comparison between the ratings of neglectees and isolates with regard to the importance of the traits. The difference between the ratings of two groups is significant on sixteen adjectives. A close observation of the table reveals that both neglectees and isolates rate adjectives like stupid, ugly, short, tall, slow, powerless, lazy, mean and relaxed as unimportant. Neutral ratings have been given to the adjectives like beautiful, active, neat, hardworking, friendly, loud, kind, strong, untrustworthy and trustworthy by both the groups. Strikingly, both the groups have rated not a single adjective as important.

Table 6.2 shows the comparison of the neglectees' ratings with that of isolates in terms of the desirability of the traits. The table indicates that the ratings of the two groups differ significantly for fourteen adjectives. An overall observation of the table 6.2 reveals that both neglectees and isolates have been given undesirable ratings to the adjectives like bad, disloyal, stupid, ugly, short, tall, passive, slow, powerless, lazy, loud, mean, weak, strong, untrustworthy, relaxed and tense. Neutral ratings have been given by both the groups to the traits like good, loyal, beautiful, active, neat, hardworking, kind and trustworthy. The remarkable feature is that not a single adjective has been regarded as desirable by either of the groups.

Table 6.3 shows the comparison of ratings of neglectees and isolates, regarding the rareness of the traits. The table indicates that ratings of the two groups differ significantly on sixteen traits. Both the groups have rated as uncommon the adjectives like bad, disloyal, stupid, ugly, short, tall, passive, slow, powerless, powerful, hardworking, friendly, quite, kind, trustworthy, relaxed and tense, neutral ratings have been given to the adjectives like good, dirty, lazy and unfriendly. To both the groups none of the thirty-two adjectives is very common or even common.

Intercorrelations among the ratings of self and others and the evaluation ratings to the trait-adjectives of the three groups are given in tables 7, 8 and 9.

TABLE 7.1 to 7.16 INTERCORRELATIONS AMONG THE RATINGS OF SELF AND OTHERS
AND THE EVALUATION RATINGS FOR THE POPULAR GROUP.

TABLE 7.1 "BAD-GOOD"

	1	2	3	4	5	6	7	8	9	10
1. Self	1.00	.163	-.040	.240	.152	.066	.242	-.026	.153	-.139
2. O.P.*		1.00	-.073	.123	.009	.246	-.011	.189	.028	-.037
3. O.N.*			1.00	-.064	-.239	-.118	-.033	.313	-.175	.034
4. O.I.*				1.00	.045	-.033	.091	.037	.057	-.062
5. Imp.*					1.00	-.170	-.109	-.151	-.019	.082
6. Des.*						1.00	.230	.167	-.066	-.226
7. Com.*							1.00	.074	.333	-.894
8. Imp.*								1.00	-.174	-.172
9. Des.*									1.00	-.282
10. Com.*										1.00

TABLE 7.2 DISLOYAL-LOYAL

	1	2	3	4	5	6	7	8	9	10
1. Self	1.00	-.077	.082	.010	.221	.125	-.042	-.034	.027	.106
2. O.P.		1.00	-.392	-.278	-.258	.018	.105	-.125	.076	-.013
3. O.N.			1.00	-.083	.166	-.072	-.073	-.181	-.019	.003
4. O.I.				1.00	.151	-.174	.031	.054	.152	-.032
5. Imp.					1.00	.113	-.286	-.268	-.013	.208
6. Des.						1.00	.401	-.134	.013	-.378
7. Com.							1.00	-.021	-.067	-.861
8. Imp.								1.00	.075	.003
9. Des.									1.00	-.0032
10. Com.										1.00

* O.P. Other populars Imp. Importance
 O.N. Other Neglectees Des. Desirability
 O.I. Other Isolates Com. Commonness

Notes:- S.No. 5,6 and 7 stand for the 1st element of the adjective pairs and S.No. 8,9 and 10 stand for the 2nd element.

TABLE 7.7 "SLOW-FAST"

[illegible]

TABLE 7.8 "POWERLESS-POWERFUL"

[illegible]

TABLE 2.11 "UNFRIENDLY-FRIENDLY"

[illegible]

TABLE 7.12 "QUITE-LOUD"

[illegible]

TABLE 2.15 "UNTRUSTWORTHY-TRUSTWORTHY"

[illegible]

TABLE 7.16 "RELAXED-TENSE"

[illegible]

Table 7 presents the intercorrelation among the self and other ratings and evaluation ratings for the popular group. An examination of the table reveals that the self-ratings of populars on sixteen adjective-pairs are not significantly correlated with the ratings of others on the corresponding pairs. As far as the correlation of self-ratings with the evaluative ratings of thirty-two adjectives is concerned, self-ratings in respect of dimensions like short-tall, powerful-powerless, unfriendly-friendly and weak-strong, are significantly correlated with the desirability ratings of short and powerful, with the importance rating of strong and with the commonness ratings of short and unfriendly.

**TABLE 8.1 to 8.16 INTERCORRELATIONS AMONG THE RATINGS OF SELF AND OTHERS
AND THE EVALUATION RATINGS FOR THE NEGLECTEE GROUP.**

TABLE 8.1 "BAD-GOOD"

[illegible]

TABLE 8.2 "LOYAL-DISLOYAL"

[illegible]

TABLE 8.5 "SHORT-TALL"

[illegible]

TABLE 8.6 "PASSIVE-ACTIVE"

[illegible]

TABLE 8.9 "DIRTY-NEAT"

[illegible]

TABLE 8.10 "LAZY-HARDWORKING"

[illegible]

TABLE 8.11 "UNFRIENDLY-FRIENDLY"

[illegible]

TABLE 8.12 "QUITE LOUD"

[illegible]

TABLE 8.13 "MEAN-KIND"

[illegible]

TABLE 8.14 "WEAK-STROCK"

[illegible]

TABLE 8.15 "UNTRUSTWORTHY-TRUSTWORTHY"

[illegible]

TABLE 8.16 "RELAXED-TENSE"

[illegible]

Table 8 shows the intercorrelation among the self and other ratings and evaluation ratings for the neglectees group. A perusal of the table reveals that neglectees' self-ratings in respect of short-tall, slow-fast, unfriendly-friendly and weak-strong are significantly correlated with the ratings of other neglectees on short-tall and slow-fast and with other populars on unfriendly-friendly and weak-strong. Neglectees' self-ratings on the scales like ugly-beautiful, passive-active, slow-fast and quite-loud are significantly correlated with the importance ratings of ugly, passive and slow, and with the desirability ratings of active and loud.

TABLE 9.1 to 9.16 INTERCORRELATIONS AMONG THE RATINGS OF SELF AND OTHERS
AND THE EVALUATION RATINGS FOR THE ISOLATE GROUP.

TABLE 9.1 "BAD-GOOD"

[illegible]

TABLE 9.2 "LOYAL-DISLOYAL"

[illegible]

TABLE 9.3 "STUPID-CLEVER"

[illegible]

TABLE 9.4 "UGLY-BEAUTIFUL"

[illegible]

TABLE 9.5 "SHORT-TALL"

[illegible]

TABLE 9.6 "PASSIVE-ACTIVE"

[illegible]

TABLE 9.9 "DIRTY-NEAT"

[illegible]

TABLE 9.10 "LAZY-HARDWORKING"

[illegible]

TABLE 9.11 "UNFRIENDLY-FRIENDLY"

[illegible]

TABLE 9.12 "QUITE-LOUD"

[illegible]

TABLE 9.15 "UNTRUSTWORTHY-TRUSTWORTHY"

[illegible]

TABLE 9.16 "RELAXED-TENSE"

[illegible]

Table 9 presents the intercorrelation among the self and other ratings and evaluative ratings for the isolate group. An observation of the table reveals that self-ratings of isolates in respect to loyal-disloyal, slow-fast, powerful-powerless, unfriendly-friendly, stupid-clever and passive-active, are significantly correlated with the ratings of other isolates on loyal-disloyal, slow-fast, powerful-powerless and friendly-unfriendly, with the ratings of other neglectees on stupid-clever and with the ratings of other populars on passive-active. Self-ratings of isolates on the dimensions, like friendly-unfriendly, lazy-hardworking, neat-clean, ugly-beautiful and short-tall are significantly correlated with the importance ratings of ugly, neat, lazy and unfriendly, with the desirability ratings of short, friendly and hardworking and with the commonness rating of beautiful.

To sum up, the populars have rated themselves as well as other populars positively, whereas neglectees and isolates have been rated negatively. Neglectees and isolates have rated themselves negatively, so has been the other neglectees and isolates rated by them. Populars have neither rated themselves nor other populars negatively on any adjective-pair; whereas other neglectees and isolates have not been rated positively by them on any adjective-pair. Neglectees and isolates have not given a single positive rating to themselves as well as to the other neglectees and isolates. On the whole, isolates have given more negative ratings than neglectees to self as well as to the others.

Those characteristics which populars suppose are present in them, have been rated as important, desirable and rare by them; whereas the characteristics which neglectees and isolates suppose are present in them, have been rated either neutral or as unimportant, undesirable and rare by them.

Populars' self-ratings are not significantly correlated with the ratings of others on any of the sixteen adjective-pairs; whereas the self-ratings of neglectees and isolates are correlated with the ratings of others on certain adjective-pairs. Populars' self-ratings are significantly correlated with various evaluative ratings, so is the case with self-ratings of neglectees and isolates.

CHAPTER - V

DISCUSSION

DISCUSSION

It may be recalled that there were two main objectives of the present study, (a) to find out the difference in self and other perception of three sociometric groups viz., populars, neglectees and isolates, and (b) to discover differences among the three groups with respect to social desirability, importance and rareness of the descriptive traits.

It was surmised that popularity in social groups may be due to acquiring of various personality traits which are admired in the society and which help in making the individual the full center of attention of others. Populars may be aware of the traits considered to be desirable, important and rare, and this awareness enables them to inculcate in their personalities the traits which are required for their nomination as populars. Alternatively, populars may not have acquired the traits which are desirable and important; they may have acquired the ability to present themselves in the manner which help them in managing positive impressions on others. Those who are neglectees and isolates might have less awareness of the traits which are positively evaluated by the members of the society. Consequently, they fail to adopt such traits and also to manage positive impressions.

Another reason of popularity or its lack may be the differential evaluation of traits i.e., the difference in the ratings of subjects belonging to the three sociometric groups with respect to desirability, importance and rareness of trait adjectives.

As far as the relationship of ratings of self and others is concerned, it was expected that populars would rate themselves and other populars favorably and isolates and neglectees less favourably. Lesser degree of positive self-evaluation was expected in the case of neglectees and isolates. It was also expected that neglectees and isolates may rate others belonging to their own sociometric categories less positively than other populars. It may be so because other persons are perceived as the members of the group differing along the dimension of acceptability. If this is so, ratings of self and others should have correlation with the evaluation of traits in terms of importance, desirability and rareness.

The results of the study clearly support the logical expectations: Populars, as expected, have rated themselves positively. They perceive themselves as good, loyal, powerful, neat, hardworking, friendly, kind and trustworthy. Isolates rated themselves negatively and so did the neglectees, although a little less than the former group. Altogether, isolates perceive themselves as bad, stupid, powerless, lazy,

unfriendly, quite, weak, tense, etc.

The present findings seems to be at variance with the generally accepted notion of a false-consensus bias in person perception (Ross, Greene and House, 1977) i.e., the tendency to view one's behavioral choices as normative or shared by a majority of the population. According to the present study, the self was contrasted against others by populars as well as by neglectees and isolates. Choosing behavior that are different from the majority may imply that a person's values are aberrant. Fromkin (1970, 1972) demonstrated that there are numerous instances in which the need to be perceived as unique overrides the need to be seen as a member of a group. The need to be unique is especially likely to be important if being unique implies being "better". Thus, whether the self is seen as more similar or dissimilar to others depends on whether a person is concerned with having correct values or with being characterized by traits that reflect favorably on intellectual and social competencies.

In addition, the result of the present study regarding the self-perception are in line with the earlier studies for example, that of Dahlke (1953). This study, revealed that poorly adjusted children (in the present study, neglectees and isolates) rate themselves negatively as compared to those who are better adjusted. Baron (1953) find out that

high sociometric-status girls seldom indicate the presence of adverse emotionality or a sense of inordinate environmental demands. They compare themselves favorably with peers, feel secure in status, enjoy group activities and display "systematic" behavior infrequently and appear to have established satisfactory home and school relationships. Girls of low sociometric status frequently indicate the presence of adverse emotionality and a sense of excessive environmental demands and compare unfavorably with peers.

Self-perception of an individual is determined by his self-concept, i.e., his own worth as an individual. People often interpret evaluations of themselves and their behavior in ways that permit them to enhance or maintain their self-esteem (Weary and Arkin, 1981). The result of the present study indicate that due to positive appraisal of populars by others, such individuals might have positive self-esteem based on the reflected self-image and for this reason they might have rated themselves positively. In contrast, those who are conveyed their unacceptability (neglectees and isolates) are likely to have low self-esteem due to negatively self-reflected image and therefore, have rated themselves negatively. The self-concept not only provides a framework for the self-perception, but also for comprehending the thoughts, feelings and behaviour of other people. People may perceive others in

such a way as to protect or enhance their concept of themselves (Peterson, 1974).

The idea that there is a mutual and reciprocal influence between the self-concept and the perception of others was popularised by many earliest theorists (Hall, 1898; James, 1915; McDougall, 1921; Mead, 1934). Person perception research documents that individuals often use the same categories in

describing other people that they use in describing themselves (Dornbusch, Hastorf, Richardson, Muzzy and Vreeland, 1956; Higgins, King and Mavin, 1982; Hirschberg and Jennings, 1980; Lemon and Warren, 1974; Lewicki, 1983; O'Keefe, Delia and O'Keefe, 1977; Shrauger and Altrochi, 1964). In the attribution and attitude literature, several effects, sometimes contradictory, have been observed. One, the false consensus effect is the tendency for people to perceive similarity, to assume that others feel, think or behave, as they do (e.g., Fields and Schuman, 1976; Ross, Greene and House, 1977; Sherman, Presson, Charsin Corty and Olshavisky, 1983). The other effect is the tendency to perceive differences too sharply contrast to their own attitude, for example, with the attitudes of others when they hold a strong attitude position themselves (e.g., Marks, 1984; Sherif and Hovland, 1961; Steiner and Johnson, 1964; Wellen, 1942). The later effect has been supported by the results of present study.

An important aspect that influences the other perception is the perception of that particular group or category to which the target person belongs.

Since in the present study, subjects were required to rate others belonging to particular groups i.e., populars, neglectees and isolates, it can be expected that these others may be perceived stereotypically. The results have confirmed this notion. Other populars have been perceived as good, beautiful, tall, neat, hardworking, friendly, trustworthy and loyal, by all the groups, viz., populars, neglectees and isolates. Neglectees have been perceived as bad, ugly, short, powerless, unfriendly, mean, weak, stupid, passive and tense collectively by all the three groups. Isolates have been perceived as untrustworthy, slow, unfriendly, lazy, ugly by the three groups.

Stereotyping results from normal cognitive categorization processes that ensue as a result of peoples' attempts to deal with the enormous amount of information they routinely receive about other people (Allport, 1954; Hamilton, 1979, 1981; Tajfel, 1969). Discriminable cues and judgements of similarity and dissimilarity are often used as the basis for such categorization (Campbell, 1967). Race and gender are the two of the more dominant cues utilized (Taylor, 1981).

Although functional for the perceiver, the categorization of individuals as the members of a group has been shown to have negative biasing consequences for perceptions of, and behavior toward the categorized individuals. Such categorization processes are found to underlie intergroup discrimination effects (Brewer, 1979; Stephen, 1985; and Wilder, 1981) and the perceivers overestimation of the differences between categories (Tajfel, 1969). Thus, members of specific groups view themselves as being different from members of other groups. Ingroups are assigned rewards (Billing and Tajfel, 1973), attributed more positive characteristics (Rabbie and Horowitz, 1969) and are treated more favorably (Allen and Wilder, 1975). In the context of present study, this is true for populars only.

It was logical to expect that populars may rate the traits as important, desirable and rare, which they attribute to themselves; whereas neglectees and isolates may rate those characteristics as unimportant, undesirable and common, which they think, they possess. The results of the study imply that populars perceived themselves as possessing the traits like good, loyal, powerful, hardworking, kind, neat, friendly and trustworthy and they have evaluated some of these traits as important, some as desirable and some as the both, all these traits have also been evaluated by populars as rare. Neglectees have perceived themselves as powerless, quite, weak and

tense and have evaluated these traits, either as neutral or unimportant, undesirable but 'rare'. Isolates have perceived themselves as bad, stupid, ugly, passive, powerless, lazy, tense, etc. and have evaluated all these characteristics as unimportant/undesirable but 'uncommon'.

The logical expectation that populars may evaluate the characteristics as important, desirable and rare, which they attribute to themselves, has been supported by the present study. The expectation that neglectees and isolates may evaluate the traits as unimportant, undesirable and common, has been partially supported. Although neglectees and isolates have rated the characteristics which they possess as unimportant and undesirable, but simultaneously they have rated them as uncommon.

As far as the intercorrelation among the self and other ratings is concerned, it is obvious from the result that populars' self-ratings are not significantly correlated with the ratings of others, although they have rated other populars positively. It may be so because populars in all circumstances, want to remain unique. Neglectees' and isolates' self-ratings are significantly correlated with the ratings of others on certain trait-pairs. Inter-correlations among the self and the evaluative ratings has brought to light that all the three

groups' self-ratings are significantly correlated with the evaluative ratings of various traits.

To conclude, there is much empirical evidence to support the contention that sociometric status of a person plays an enormous role in his self-perception as well as in the perception of others. The evaluation of traits as important, desirable and rare differ along with the dimension of acceptability in the social group.

CHAPTER - VI
S U M M A R Y

S U M M A R Y

Man is a social animal. He lives in and, consequently, becomes the member of different social groups. These groups are webs of social relationships. Social relations are established through interaction between the various members of the group. To understand the nature of human interpersonal behavior, has been the concern of thinkers over centuries. Philosophers have expressed a keen interest in the nature and origins of human social behaviour. Indeed, Plato and Aristotle paid considerable attention to many aspects of social interaction.

However, the systematic investigation of group structure and the individuals place in it had its origin in the work of Moreno, "Who Shall Survive?" The technique of sociometry developed by him is used for identifying certain clique structures within groups, and also for assessing an individual's social status in a given group. Thus, an individual can be a popular, a neglectee or an isolate (Moreno, 1944). An interesting era in the field, however, began when several important variables were related to the sociometric status of the individual. Empirical studies have shown that physical attractiveness, intelligence, age, sex, social class, race, interests, values and personality characteristics have significant relationships with the sociometric status of an individual (Jennings, 1952; Weber, 1956; Borg, 1958; Hartip, 1976; Gottman, 1977; etc.).

Reviewing the literature, one wonders that person perception processes - processes by which man comes to know and to think about other persons, their characteristics, qualities, and inner states-has been ignored. Our perceptions of other persons set the stage for our later interactions with them. That is, our perceptions of their feelings, motives, intentions and characteristics strongly affect the way we react to and with them. Indeed, it is hard to imagine any aspect of our social relations which is 'not' strongly affected by such perceptions.

It was surmised that popularity in social groups may be due to acquiring of various personality traits which are admired in the society. In other words populars may be aware of the traits considered to be desirable, important and rare, and this awareness enables them to inculcate in their personalities the traits which are required for their nomination as populars. Consequently, the present study was conducted with the following objectives.

- a) to find out the difference in self and other perception of populars, neglectees and isolates, and
- b) to discover the difference among the three sociometric groups with respect to social desirability, importance and rareness.

Methodology

Sample:

Three sociometric groups, each comprising of 50 subjects, identified from among the four hundred and fifty students of class 9th and 10th from three schools, made the sample of this study.

Procedure:

Sociometric status of each subject was determined by the administration of sociometric test using three choices and three criteria. A 16-pairs adjective list was used to measure the self- and other perception. For the trait evaluation measurements, a list of 32 adjectives (unfolded from 16 pairs) was used.

Statistics:

The data was analysed with the help of the following statistical techniques.

- a) The t-test was used for the significance of differences in self and other perception of the three groups and also for the significance of difference among the evaluation ratings of three groups.
- b) Pearson's coefficient correlation was obtained among the self and other ratings and evaluation ratings of the three groups separately.

Results:

The analysis of the data has revealed that there is difference in self as well as other perception of populars, neglectees and isolates. Difference has also been found among the three groups with regard to the trait evaluation. Populars have rated themselves and other populars positively, whereas, neglectees and isolates have been rated negatively by them. Neglectees and isolates have rated themselves as well as the other neglectees and isolates negatively. Those traits which populars suppose are present in them, have been evaluated as important, desirable and uncommon by them, whereas, the traits which neglectees and isolates suppose are present in them, have been perceived as unimportant, undesirable and uncommon by them. Populars' self ratings are not significantly correlated with the ratings of others.

The results of the study support the logical expectation that popularity in social groups may be due to the acquiring of these personality traits, which are admired in the society.

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APPENDICES

Appendix - 'A'

Name	Roll No.	
Age	Class	Section
School/College		City

You have so many class-fellows. You like some of your class-fellows very much. You would be happy to do certain activities with those of your class-fellows whom you like very much. Below are given some questions about your choices of class-fellows you like much, please answer these.

1. Which three students from this class room would you like to have as sitting companion?

1. _____
2. _____
3. _____

2. Which three students of this class-room would you like to play with during recess in School?

1. _____
2. _____
3. _____

3. Which three students of this class-room would you like to do a class-assignment with you?

1. _____
2. _____
3. _____

APPENDIX 'B'

Name	Roll No.
Class	School/College

Few days back you and your classmates were required to indicate the choice of friends in different situations. On the basis of your responses, I have identified three categories of boys viz., (1) boys who are liked by most of the classmates, (2) boys who are liked by few classmates, and (3) boys who are not liked by others as sitting companions, play-mates, etc.

Today we are going to do something different. Below is given a list of opposite pairs of adjectives. Using each pair of opposite adjectives, you have to give numbers from 1 to 5 to indicate your judgement about the characteristics of different persons. You have to assign numbers according to the system given below:

EXAMPLE: Pair of Adjectives : LUCKY-UNLUCKY

1. If you have to indicate that the persons is very unlucky, write 1.
2. If you have to indicate that the person is somewhat unlucky, write 2.
3. If you have to indicate that the person is neither unlucky nor lucky, write 3.

4. If you have to indicate that the person is somewhat lucky, write 4,
5. If you have to indicate that the person is very lucky, write 5.

Now you are required to describe yourself by giving numbers on each pair of adjectives. After describing yourself, you have to judge the qualities of your three class-mates:

- I) The boy whom you think will be preferred by most of the class-fellows for all the three activities: As their sitting companion, as play-mate and as a partner for doing a class-assignment. Write the name of the boy on the top of the I st column.
- II) The boy whom you think will be preferred by few of his classfellows for all the three activities: As their sitting companion, as play-mate and as a partner for doing a class-assignment. Write the name of the boy on the top of the II column.
- III) The boy whom you think will not be preferred by anyone for all the three activities: As their sitting companion, as play-mate and as a partner in the class-assignment. Write the name of the boy on the top of the III column.

Pairs of Adjectives	Self	I	II	III
<hr/>				
10 Bad-Good				
2) Disloyal-Loyal				
3) Stupid-Clever				
4) Ugly-Beautiful				
5) Short-Tall				
6) Passive-Active				
7) Slow-Fast				
8) Powerless-Powerful				
9) Dirty-Neat				
10) Lazy-Hard-working				
11) Unfriendly-Friendly				
12) Quite-Loud				
13) Mean-Kind				
14) Weak - Strong				
15) Untrustworthy-Trustworthy				
16) Relaxed-Tense				

APPENDIX - 'C'

Name:	Roll No.
Class	School/College

Last time, when I visited you, you were required to describe yourself and three other boys of your class in terms of pairs of opposite adjectives. Now, I am presenting you the same adjectives one by one and not in pairs. This time you are requested to indicate how much the personal quality described by each adjective is 'IMPORTANT-UNIMPORTANT'; 'DESIRABLE-UNDESIRABLE'; and 'COMMON-UNCOMMON'. The meaning of these terms is given below:

I) IMPORTANT-UNIMPORTANT:

An important characteristic is one, whose presence or absence in an individual on the whole make him a different type of person. Against this, an unimportant characteristic is one whose presence or absence in an individual on the whole, will make a little difference in what type of a person is he.

II) DESIRABLE-UNDESIRABLE:

In every society, certain characteristics are considered to be desirable, while some other characteristics are thought to be undesirable e.g., honesty is considered to be a desirable

characteristic, white, dishonesty is thought to be an undesirable one.

III) COMMON-UNCOMMON:

Some characteristics are found in most of the persons, while some other characteristics are found only in few individuals. For example, most of the persons "love" their children, while very few people are "genius".

Below is given the list of adjectives and the columns in which you have to write your ratings. Taking each adjective, you have to give numbers from 1 to 5 to it so as to indicate your judgement about its 'Importance-Unimportance', 'Desirability-undesirability' and 'Commonness-Uncommonness'. You have to assign numbers according to the system given below:

EXAMPLE: Adjective: Honesty:

I) Importance-Unimportance:

If you have to indicate that honesty is very important, write 5, if you have to indicate that honesty is somewhat important, write 4. If you have to indicate that honesty is neither important nor unimportant, write 3. If you have to indicate that honesty is somewhat unimportant, write 2. If you have to indicate that honesty is very unimportant, write 1.

II) Desirable - Undesirables

If you have to indicate that honesty is very desirable, write 5. If you have to indicate that honesty is somewhat desirable, write 4. If you have to indicate that honesty is neither desirable nor undesirable, write 3. If you have to indicate that honesty is somewhat undesirable, write 2, If you have to indicate that honesty is very undesirable, write 1.

III) Common-Uncommon

If you have to indicate that honesty is very common, write 5. If you have to indicate that honesty is somewhat common, write 4. If you have to indicate that honesty is neither common nor uncommon, write 3. If you have to indicate that honesty is somewhat uncommon, write 2. If you have to indicate that honesty is very uncommon, write 1.

List of Adjectives	Important	Desirable	Common-
	Unimportant	Undesirable	Uncommon

- 1) Bad
- 2) Good
- 3) Loyal
- 4) Disloyal
- 5) Slow
- 6) Fast
- 7) Dirty
- 8) Neat

Contd.....

List of Adjectives	Important Unimportant	Desirable Undesirable	Common- Uncommon
9) Lazy			
10) Hard-working			
11) Powerless			
12) Powerful			
13) Passive			
14) Active			
15) Short			
16) Tall			
17) Ugly			
18) Beautiful			
19) Stupid			
20) Clever			
21) Unfriendly			
22) Friendly			
23) Quite			
24) Loud			
25) Mean			
26) Kind			
27) Weak			
28) Strong			
29) Untrustworthy			
30) Trustworthy			
31) Relaxed			
32) Tense			